

Middlesex University Research Repository

An open access repository of

Middlesex University research

<http://eprints.mdx.ac.uk>

Russell, E. Peter (2002) A strategic approach to CPD in the driver training industry. DProf thesis, Middlesex University. [Thesis]

This version is available at: <https://eprints.mdx.ac.uk/6486/>

Copyright:

Middlesex University Research Repository makes the University's research available electronically.

Copyright and moral rights to this work are retained by the author and/or other copyright owners unless otherwise stated. The work is supplied on the understanding that any use for commercial gain is strictly forbidden. A copy may be downloaded for personal, non-commercial, research or study without prior permission and without charge.

Works, including theses and research projects, may not be reproduced in any format or medium, or extensive quotations taken from them, or their content changed in any way, without first obtaining permission in writing from the copyright holder(s). They may not be sold or exploited commercially in any format or medium without the prior written permission of the copyright holder(s).

Full bibliographic details must be given when referring to, or quoting from full items including the author's name, the title of the work, publication details where relevant (place, publisher, date), pagination, and for theses or dissertations the awarding institution, the degree type awarded, and the date of the award.

If you believe that any material held in the repository infringes copyright law, please contact the Repository Team at Middlesex University via the following email address:

eprints@mdx.ac.uk

The item will be removed from the repository while any claim is being investigated.

See also repository copyright: re-use policy: <http://eprints.mdx.ac.uk/policies.html#copy>

MX 0102255 5



The Sheppard Library
Middlesex University
The Burroughs University Library
London
NW4 4BT
020 8411 5852
<http://lr.mdx.ac.uk>



REFERENCE ONLY
SHORT LOAN COLLECTION

Lib/3

LF/28

“A Strategic Approach to CPD in the Driver Training Industry”

**A Project submitted to Middlesex University
in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies**

E Peter Russell

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS
Middlesex University**

June 2002

P114439

Site Box HE	MIDDLESEX UNIVERSITY LIBRARY
Accession No.	0102255
Class No.	629.383 RUS
Special Collection <input checked="" type="checkbox"/>	

X 363.125

Abstract

This project initially examines the state of driver education up to the turn of this new century. It details the various changes that have been made and discusses the changes now taking place in the industry. It also demonstrates why driving instructors are reluctant to take additional training or qualifications.

New drivers and high-mileage company drivers are much more at risk than other road users. This project establishes and identifies areas of support for various pressures to reduce road traffic accidents and road deaths in these groups. Specifically it promotes a Strategic Approach to CPD in the Driver Training Industry. The training programmes and qualifications presented are already being developed, but not enough students take advantage of them. However, reinforcement for these ideas is offered by the Driving Standards Agency, which is keen to encourage driving instructors to improve and extend their excellence in the ways they train and re-train their clients to establish safer driving standards.

Using reflective research supplemented by survey methodology, this study explores the views and reactions of various driving instructors to CPD and examines what policies, provisions and practices are needed to make it happen. The study is intended to lay the foundations for further action research which will take up various suggestions such as a research library.

The study will assist policy makers and providers in the driver training industry and will inform driving instructors of opportunities and provisions for CPD.

Contents

Volume I

Page	Title
2	Abstract
3	List of contents
5	Figures and tables
7	Glossary
9	Research Project Philosophy
10	Ch1 – Establishing Terms of Reference and Objectives
15	Ch2 – Setting the scene
31	Ch 3 – Research in Theory & Practice
45	Ch4 – Detailed Project Activity
99	Ch 5 – Project Findings
121	Ch 6 – The Personal Effects of Researching the Project
124	Ch 7 – Conclusions and Recommendations
134	Post Script
135	Bibliography
138	List of Appendices 1 - 8

“A Strategic Approach to CPD in the Driver Training Industry”

Volume II

Appendices

One	“A brief personal history of driver education in Great Britain”.
Two	“Diploma in Driving Instruction: Work Book Six” Published 2001.
Three	“Potential for change to the DipDI” A Working document
Four	“Comments on a Comparative Analysis of PhD & D Prof”
Five	“Comments on current TRL projects and research publications”
Six	“The Use and Abuse of Dual Controls” A Research book & Survey” Published 2002
Seven	“Comments on the ‘CEDAR’ Conference; Warwick University, March 2000
Eight	An Outline Curriculum Vitae of the author

List of Figures and Tables

Figure	Title	Page
1	A snapshot of DSA Statistics for February 2000	22
2	Additional ADI Qualifications and the qualifying bodies	28
3	Project Research in Theory	34
4	Survey of twenty ADIs involved in corporate training	41
5	Interviews with twenty experienced driving instructors	48/49
6	Survey of ten Newly Qualified Driving Instructors	56
7	Survey of ten Experienced Driving Instructors	57
8	Second Survey of ten Fleet Driver Trainers	58
9	The Original Ladder of Success	78
10	DSA Approval of Advanced Driver Training	80
11	DIA Encouragement to members to take CPD	82
12	International recognition for CPD world wide	85
13	CPD Credit Points for additional Qualifications	89-91
14	CPD Credit for Training Conferences	92
15	Feedback from ADIs currently taking degree courses	93
16	Extract from ROSS SILCOCK Report	96
17	Summary of a report published in Education Review	104

My grateful thanks are due to:

Jonathan Garnett, MA (now D. Prof)

Pam Barnaville MA

Arch White BA

Don McQuillen-Wright

John Dowling BA

Michael Collins (now MA)

With all my best wishes for their own success as they continue their climb.

And to

Graham Fryer, Chief Executive of the DIA; and Editor of Driving Magazine;

Colin O'Connell, Former Chairman Institute of Master Tutors of Driving;

Joe Pauswinski, Vice-President Driving Schools Association of the Americas.

However especial thanks are offered to:

Professor Derek Portwood for his initial kick-start to the whole process; and for his permanent personal support for more than ten years;

Professor George Jackson for eighteen years of mentoring, his tremendous enthusiasm, and for being the perfect role model in so many aspects of my personal and academic life;

Doctor John Francis, (D Prof.), for his friendship for many years, unflagging support and continuing peer pressure; especially throughout all my university studies;

The thousands of drivers, Approved Driving Instructors and Driving Examiners who I have met and worked with, and who, by their interest and concern for better safe driving standards, have enabled me to complete this project;

And all those new ADIs and others who will make their own ways towards their own Continued Professional Development programmes through the implementation of their own personal and professional improvement in Driver Education.

Glossary

AA	The Automobile Association (& AA The Driving School)
ADI	Approved Driving Instructor
ADINJC	The ADI National Joint Council
AEB	The Associated Examining Board (now called AQA)
AQA	The Assessment and Qualifications Alliance
BITER	The British Institute for Traffic Education Research
BSM	The British School of Motoring
CIECA	The International Association of Driving Test Organisations
DDE	Defence Driving Examiners, (formerly called MOD 'Qualified Testing Officers' - QTO)
DETR	The Department for the Environment, Transport and the Regions (prior to 2001 then DTLR, subsequently DfT)
DIA	The Driving Instructors Association
DipDI	The Diploma in Driving Instruction
DSA	The Driving Standards Agency
DSAA	Driving Schools Associations of the Americas
DTLR	The Department for Transport, Local Government and the Regions (from 2001)
GC(S)NVQ	The General Council (Scottish) for National Vocational Qualifications
IAM	The Institute of Advanced Motorists
IMTD	The Institute of Master Tutors of Driving
IVV	The international Association for Driver Education
LGV	Large Goods Vehicles (formerly called Heavy Goods Vehicles)
MOD	The Ministry of Defence
MSA	The Motor Schools Association of GB Ltd
NDIS	The National Driver Improvement Scheme
NCWBLP	The National Centre for Work Based Learning Partnerships
ORDIT	The Official Register of Driving Instructor Trainers

PACTS	The Parliamentary Advisory Council for Transport Safety
PCV	Passenger Carrying Vehicles (formerly Public Service Vehicles)
RAC	Royal Automobile Club
RoSPA	The Royal Society for the Prevention of Accidents
TRANSfED	Passenger Transport Forum for Employee Development (acting as an examining agency for NVQs)
TRL	The Transport Research Laboratory
UDT	Universal Driver Training, Camberley, Surrey

Research Project Philosophy

To investigate and discuss research into CPD to suit ADI's requirements

"A Strategic Approach to CPD in the Driver Training Industry"

Amongst very many others, there have been two lifetime beliefs based on quotations I have used to qualify my approach to study and research

*"A little learning is a dang'rous thing;
Drink deep, or taste not the Pierian Spring:
There shallow draughts intoxicate the brain,
And drinking largely sobers us again."*

Alexander Pope

1171 "Essay on Criticism"

*"What the superior man seeks is within himself;
what the lesser man seeks he finds in others."*

Confucius

5th C. BC

“A Strategic Approach to CPD in the Driver Training Industry”

Chapter One

Introduction

In common with many other occupations and professions, the driver training industry has to address the question of continuing professional development. It is recognised by many bodies concerned with the industry (e.g. The Driving Standards Agency, the various National Trade Organisations and the Assessment and Qualifications Agency amongst others) that initial driving instructor training and the basic qualification of “Approved Driving Instructor” (ADI) need regular up-dating and up-skilling to meet the changing demands of potential and fully licensed car drivers.

It is also recognised that driving instructors can contribute new understanding, and knowledge about specialised aspects of driver training and education, through Continuing Professional Development (CPD).

However, whilst considerable study and developments in CPD have been undertaken in many occupations and professions, (e.g. those involved in teaching, in nursing, physiotherapy and other divisions within the NHS) little has been done within the driver training industry itself. Consequently this research report is intended to contribute a strategic approach to the subject.

Lifelong learning is a fresh national approach to all avenues of professional life; it has become part of the ethos of all educational and business development. ‘Lifelong learning is critical to the global economy’ (DfEE 1998). Lifelong learning has been associated with the perceived needs to help change and improve working practices through a planned, systematic process which encompasses a whole range of activities.

Lifelong learning and CPD have been slow in being accepted in the driver training and education industry, mainly because of lack of impetus from controlling and governing agencies, but also because those who are interested in gaining additional qualifications must do so at their own expense and in their own time. This is exacerbated by the fact that few current efforts towards CPD are recognised by those who pay for their driver training. Those in the industry who in the past have tried to improve their knowledge, skills and capabilities have always had to do so through their own initiatives. To this end the underlying theme of this project is to evaluate, emphasise and extend the professionalism of those who teach driving at all levels.

The aim of the project is:

To identify and discuss the various qualifications and additional training opportunities leading to successful professional development for those involved in driver training and education;

These can be expressed as objectives that may best be viewed as essential Terms of Reference.

- The intention is to highlight those areas of CPD which are available and can be seen as beneficial to driving instructors and others working in driver education.
- Secondly to discover the perceived need for CPD from the perspectives of the Driving Standards Agency and of its Register of instructors.
- Finally to highlight the ways in which CPD can be made more easily and readily available to those who wish to take advantage of the opportunities presented.

There is a perceived need for support self-help systems of training for and with a core group of instructors who need assistance and are willing to help others at the same time.

Eventually a resource library of potential project material for those students embarking on degree and other research projects will also be crucial. Access will need to be by physical attendance, hard copy and the Internet.

It is hoped that the creation of a separate agency, with the support of existing organisations, could fulfil a number of roles. Initially this agency would provide the suggested library (with both hard and soft copies of materials) of the various projects by driver education students at all levels up the Doctorate in Professional Studies.

Eventually this agency may be seen as a springboard for anyone seeking and researching projects allied to safer and better driver training and education. The

terms driver training and driver education are similar but not genuine synonyms for each other. Training refers solely to the actions of driving instructors, usually in a practical sense, and often with reference to the learner driver market place. Driver education refers to the whole panoply of training, testing, assessing, publicity, awareness and encouragement for safer driving initiatives, both in theory and practice. It is hoped that some commercial funding would be possible to support these aims.

The timing of this project has proven to be extremely apposite. Apart from demands for CPD in the industry for the first time in the history of driver education in this country there exists the potential opportunity for driver trainers to improve and then demonstrate their professionalism and to have it recognised by examination and qualifications beyond those vocational needs of a government register. The reasons for this will be discussed and analysed as part of the project.

The strategic approach advocated by this report will consider three issues.

The first is based around the need to enhance the professional capabilities of those involved in driver training and education. This needs to be competence based, and is allied to additional further and higher qualifications currently or potentially available. It also relies on government initiatives offering inducements for all Approved Driving Instructors (ADIs) to improve their abilities and skills.

The second issue concerns the needs and desires of many ADIs to gain additional knowledge and is directly linked to the general principles of continuing professional development. Their success will be measured possibly by the acquisition of 'credit points' now widely used in further and higher education.

The third issue concerns the potential for heightened personal satisfaction in an industry that is very much 'cheap-lesson-price' led. The acquisition of a greater and deeper range of knowledge may be desirable both from a personal satisfaction point of view and as an excellent business selling point.

This report is addressed primarily to those authorities, especially the Driving Standards Agency (DSA); to both national ADI trade associations – the Driving Instructors Association (DIA) and the Motor Schools Association (MSA); and to

the International Association for Driver Education (IVV) and to the Assessment and Qualifications Alliance (AQA); to The General Council for National Vocational Qualifications (GCNVQ); to the European Union (EU) and to the International Association for Driver Testing Authorities (CIECA) "Advanced" Driving Training Project; and to all others who provide courses, set examinations and agree standards which will help to determine the future of driver training and education within the United Kingdom and also in the member states of the European Union. In this sense the report is intended to influence policy.

However it is anticipated that the exploration of these issues and the attendant information in this report will also benefit students in driver education and members within the profession.

Chapter Two

Introduction

"Driving for life" has been the DSA motto since 1990; yet there is much anecdotal evidence to show that professional driving instructors, although committed to their qualifying education and development, are still not able to formalise, articulate and evidence their continuing professional development (CPD) in a manner which is satisfactory to the DSA.

CPD has been described as an educational process which enables professionals to maintain, develop and enhance their knowledge and skills, in order to demonstrate their professional competence and performance. Work-based learning is one aspect of CPD and can form a useful and substantial part of an individual's development. There is a clear distinction between work-based activity, and work-based learning: the former is the satisfactory performance of a daily task; the latter has been defined as

"A continued process of learning that occurs through everyday work encapsulating the development of professional skills and knowledge. This can be evidenced by measurable learning outcomes and can be used to assist the DSA when determining the future requirements for renewed registration."

(DfEE quoted at an NVQ Meeting September 1998)

Part of the function of this report is to consider how work-based learning can be implemented by using various research methods to investigate the support that professional driving instructors need to implement effective and measurable CPD.

Background.

To arrive at strategic understanding and recommendations it is vital first of all to have a full knowledge of the historical and contemporary context of the subject being examined. Hence this chapter will outline the development of the driver training industry in the United Kingdom and highlight crucial factors relevant to a strategic approach to CPD in the driver training industry. Thus this chapter has three purposes:

First it gives a brief overview of the driver training industry and then develops the background of CPD within it

Secondly it looks at the way the prospects are changing and discusses what may be expected in the near and distant future.

Finally it moves on to look at the ways in which different organisations view the potential for change and concludes with an outline of the various existing higher and further qualifications currently available

Setting the scene

A full history in outline of driver training and education is given in Appendix One; together with references to major studies on the subject. However the following selection of events helps to pinpoint critical features of the development of the industry.

Historically driving instruction is always seen as a 'cottage' industry (albeit inside a motor vehicle moving at up to 30 mph) in that it is the quintessential one-to-one learning situation. The business of driver training in Great Britain began early in 1910 when a number of driving schools and training organisations opened their doors to cope with the growing need for the training of footmen to be chauffeurs and owner-drivers.

As the first third of the twentieth century developed and motorcar ownership extended, learning to drive remained a solitary, gear crunching and mostly unofficial affair. Car dealers sold cars; and as an incentive to prospective purchasers their sales staff would take new owners out for an hour or two to demonstrate the basic principles of driving; and these were very simple indeed. Not even lip service was paid to the needs of correct road procedure. If anyone heard you coming they should get out of your way. The horseless carriage really did consist of a carriage without horses. The only explanations needed were to bridge the gap between controlling a horse-drawn carriage and that of an internal combustion engine that apparently performed the same function; historically recorded by the fact for the next sixty years motorcars were always measured in terms of their horsepower.

The introduction of the compulsory driving test on 1st June 1935 still failed to produce any professional structured training standards. Apart from the need to learn the fundamentals of starting, steering and stopping, any mechanical instruction was limited to teaching the purpose and actions of gear changing. The only instruction about what is now called road procedure consisted of:

"Keep all the wheels on the ground and look where you are going". (This was first quoted in the training manual produced by the Pilot School of Motoring, circa 1910, and has been used almost as a mantra from then on.)

This all changed during and after the Second World War when car ownership and vehicle driving became widespread. Soldiers had been trained to drive trucks and, more to the point, they had learned how not to run into each other. Road procedure became a fundamental part of the Highway Code, first published in outline form by HMSO in 1930. This developed into the booklet that, in 1935, became part of the driving test itself. Sixty years later the theory of safe driving became the subject of a separate written, and now computerised, driving test.

Most of today's drivers may be totally unaware that until forty years ago it was most unusual to see white lines indicating priority on the road. Indeed not knowing where you had priority was a major cause of road traffic crashes for many years. The road crash death statistics in the years between 1927 and 1935 were horrendous (an average of more than 4000 fatalities every year). The enormity of this can be measured by the fact that very few vehicles were on the roads. The death rate then was considerably greater than on present day roads where the annual death rate is less than 3500 with a thousand times as many vehicles. It was these horrendous accident statistics from 1927 until 1934 that saw the introduction of three life saving efforts: the driving test; the Belisha beacon pedestrian crossing; and the thirty miles an hour speed limit in built up areas. (The Highways Act 1934)

However it was not until the mid-1950s that people bought cars in large numbers for both business and pleasure. When the author first began to teach driving the one-car family on urban housing estates was still relatively rare. During the 1960s one car for every family became the norm and, since then, two and three or more cars per household is expected, understandable and acceptable. The boom years that began in 1957 saw an enormous increase in driving instruction as an industry, and with it the imposition of necessary regulations. These are detailed in Appendix one.

February 22nd 1962 saw the first (voluntary) Driving Instruction Bill begin its various stages towards implementation in October 1964 in the 1964 Road Traffic Act Section VIII. This eventually became formally enshrined in the Compulsory Registration of Driving Instructors Regulations (part III of Section V of the 1972 Road Traffic Act). Since that time anyone who taught driving for money, or for money's worth, had to be registered with the then Ministry of Transport and, subsequently, its Driving Standards Agency. The Act laid down the requirements

of the qualification, which stated that in order to be placed on the Register, candidates must take and pass three separate examinations and to agree to occasional supervision by a DSA Supervising Examiner whilst giving a lesson.

Driving Instructors

All instructors must take and pass qualifying examinations to be placed on the government register. Very few instructors are employed. Literally 98% of all 'working' instructors are either self employed or working under a franchise agreement.

In order to give an insight into the needs for continued professional development the best way to set the scene for the current system of the registration and regulation of driving instruction must be to outline the ways in which Approved Driving Instructors qualify to be placed on the Driving Standards Agency's Register.

The ADI Qualifying Examinations consist of three parts:

Part 1, is a theory test, and consists of 100 multi-choice questions. With effect from 4th January 2002 this uses touch-screen computer technology. A minimum of 84% is required to pass, with at least 80% in each of the four groups of questions;

Part 2, is a practical driving test at advanced level – lasting for one hour; and

Part 3, is a test of practical teaching and assessment skills. Again this lasts for about one hour.

It is necessary to pass each part of the examination before being allowed to apply for the next.

Full details about how to qualify as an Approved Driving Instructor can be found in the DSA booklet, "YOUR ROAD TO BECOMING A DRIVING INSTRUCTOR".

The conventional route by which new instructors qualify for registration is for potential driving instructors to join an instructor-training establishment as trainees. As there are no training grants, and no way of earning any money at this stage, potential instructors must pay all their training and examination fees

up front. These normally consist of sums up to £2,500 or more. Many of the larger training bodies will arrange for bank loans to cover these costs; naturally these have to be repaid even by candidates who fail their examinations. As will be shown, the failure rate is disproportionately high. Some training bodies will arrange for the new trainee to be taken on by existing schools on a new training contract. Once again the trainee instructor takes huge financial risks. Even if they fail to qualify and are not allowed to teach any more, they may still be bound by these contracts.

Other would-be instructors buy home study packs in order to prepare themselves for the first stage – the theory examination. There are also independent trainers who will help them prepare for the practical examinations. If they pass parts one and two they can apply for a government trainee licence to instruct. However they are not allowed to work independently. Trainee licence holders working with most of the larger schools are then usually offered some sort of franchise agreement with the school.

The other side of this same coin means that many new drivers take their lessons with 'trainee' instructors who have no teaching skills and, more often than not, are predictably doomed to fail their teaching examinations. The law requires that all trainee licence holders take a minimum of 40 hours core curriculum training and must be supervised by a qualified instructor for one fifth of their practical teaching with genuine learners. Unfortunately many training establishments do not have the time to spare (the supervising instructor must be paid for any time involved); and the prices charged for driving lessons do not allow a margin for both the trainee and the trainer to be paid.

Candidates are limited to the number of times they may take the two practical tests (only three attempts at each of the part two and part three examination are allowed). Candidates who fail their third attempt may not apply again for a period of two years and then must start all over again. Candidates are allowed to take the part one examination as often as they wish.

It is only since Britain became an active member of the European Community, and by its signature to the 1980 Treaty of Rome, that real changes have been effected in the ways in which driving licences are obtained and are exchangeable in all member states of the European Union. Because of these change of

political climate and will, and with the introduction of computers for the use of record keeping, it is likely that there may be even more dramatic changes to this system in the coming years. On-going talks (April 2000-2002) with the Chief Executive of the Driving Standards Agency and his staff, to which I have been privy in my role as Chairman of the Driving Instructors Association's General Purposes Committee, have convinced me of a strong change of will on the part of government agencies towards additional training and the part it plays in driver education and road safety.

Over the past forty years no official statistics have been published as the Registrar's department in the DSA has always operated at a very low staffing level. They have never issued statistics unless they are asked for specifically by national trade associations, on behalf of their members. Even now very little is made known except for the fact that the pass rate for those taking the part one examination is currently 55.3%; for those taking the part two examination it is 44.5% and for those taking the part three it is 30.5%. The pass rates for each stage of the ADI examinations are for February 2000. No separate statistics are available for first time or subsequent pass rates. It is a regrettable fact that most candidates who take the examinations are apparently not properly prepared. The percentage of successful instructors (those who pass all three examinations first time and remain in the industry) against those who begin their initial training is very low.

From these figures it is worth noting that for every 1000 'would-be' trainee instructors who take the first examination, between 85 and 90 are apparently successful in their ambitions to carry on with a career as an instructor. This apparent 'success' rate of only 8.5% is made worse by the fact that more than half of those who eventually pass all three examinations then fail to pass their first 'Educational' test which is conducted within six months of being accepted on the ADI Register to enable them to stay on the Register. This factor is only one of a number that have put pressure on the DSA to seek changes to the current system of training and supervision of trainee instructors.

Figure 1

A snapshot of DSA Statistics for February 2000	
N° of ADIs on the Government Register (This includes all instructors, whether teaching or not)	Numbers 29, 228
N° of Trainee licence holders - only available to those who have passed parts one and two of the examinations. (Trainee licences last for six months only. The number of those applying to take the final examination in any one year is dramatically higher)	1, 766
	12, 937
N° of additional Trainee Licences issued this month (Only one trainee licence per candidate is normally allowed)	163
N° of ADI Training packs issued to potential instructors (The annual total of Training Packs issued).	1, 600
	28, 857
Pass rates for ADI Examinations	Percentages
Part One Theory test	55.3%
Part Two Practical Driving Test	44.5%
Part Three Practical Teaching examination.	30.5%
The total number of candidates who joined the register in 2000 was: (This confirms a success rate of less than 10%.)	2, 767
ADI Gradings These gradings are based on official assessments made during a 'genuine driving lesson' given with a DSA Supervising Examiner sitting in the car. This check test takes place at 2-4 year intervals.	6 is highest grade ; 4 is the lowest acceptable grade
Grade 6 (These are check tested every four years)	2, 099
Grade 5 (These are check tested every three years)	13, 404
Grade 4 (These are check tested every two years)	10, 722
Those Instructors listed below must be removed from the Register unless they are able to demonstrate an improvement to grade 4 or above at their next assessment.	
Sub-standard - Grades 1, 2 or 3 (Grade 3 are retested within 3 months; Grade 2 in 2 months and Grade 1 (deemed to be giving unsafe instruction) within one month.	3, 356
Failed Educational test (These are newly qualified ADIs who are given this test within six months of passing their part 3 examination)	775

Source ADI Registrar's Office, DSA, March 2000

These were the latest DSA figures; officials at the DSA confirm that there has been no noticeable change in the situation over the last 20 years. A further 24,000 trainee instructors were not allowed to attempt part three as they had failed to pass parts one and two.

This means that each year thousands of trainee licence holders, who are allowed to teach on that licence for six months, will never pass this final examination to qualify as Approved Driving Instructors. Yet in that time they will all have taught many people to drive and to take (or to fail) their L tests. Needless to say most of these former trainee instructors disappear to find other work. They are not allowed to apply to take the instructors' examinations for a further two years, nor to continue teaching at the expiry of the six-month licence. By that time all but the most persistent and desperate would have moved on.

Those who are currently admitted to the register have no other requirements to meet apart from proving their 'continued fitness to teach driving' at two, three or four yearly intervals.

Nevertheless there is a brighter side to these statistics; some instructors see the need to improve their knowledge, skills and abilities to satisfy a number of reasons. Administration staff at the Driving Instructors Association reports that many more new members are keen to advance their skills than in previous years. It is at this point that the reasons for this project need to be developed.

Driving Examiners

Driving examiners have been recruited by examination and interview ever since the driving test was first drafted in 1934. For many years former driving instructors were actively dissuaded from applying to become examiners. The reasons (at the time) given for this were that driving instructors would find it difficult to avoid 'involving themselves in the teaching role'; and that they would also have great difficulty in passing candidates who made many minor driving errors that other examiners would accept.

However this attitude has changed dramatically over the past twenty years or so, and the DSA is currently recruiting 'contract' – or part time – examiners from any

source. Indeed such is the change of approach that the DSA is desperate to recruit young female examiners especially if they have an ethnic background.

As with instructors, once examiners have qualified they face no further official examinations, but they are subject to considerable supervision and assessment throughout their career. Nevertheless a number of examiners have taken additional examinations such as that of the Diploma in Driving Instruction. Other instructors who hold the diploma will also have moved on to become examiners. Following talks with the new incumbent as Chief Executive at the DSA the time may be ripe for more examiners to become involved in their own steps towards continuing professional development.

Over the past five years more and more examiners have contacted the DIA and myself with regard to following and fulfilling their own paths towards academic accreditation.

The need for CPD

Three of the main purposes of this project are to identify the various pathways which may be followed by instructors who do wish to improve themselves; to point out ways in which these qualifications can be achieved; and to determine ways in which instructors can help themselves whilst at the same time helping others.

This desire to improve is not confined to individual instructors. Over the past twenty years there has been a much greater interchange between instructors and their trade organisations, so that the various ADI consultative bodies have been able to put pressure on successive chief executives of the Driving Standards Agency to ask for their practical support. Similarly the DSA needs the support of the associations, and takes heed of whatever information is given to them.

Whether the background to this present air of communal discussion and agreement between the DSA and the various organisations is genuinely altruistic, or because civil servants are now required to take heed of the potential results of any decisions they make, is for conjecture. Nevertheless the two main trade organisations have taken advantage of this to the benefit of their members and indirectly to the benefit of road safety. A fairly typical example can be seen from the present series of 'DSA Workshops' where representatives from the main

instructor associations, and also the two largest franchise operators are working with the DSA to create better and higher standards of training and expertise.

- The two national trade associations are:
The Driving Instructors Association (9, 850 members) and
The Motor Schools Association (3,750 approx. members)
(These figures are for 1st March 2001; DIA membership is based on computer readout of fully paid up members. MSA membership is based on declared subscription income.)
- The ADI National Joint Council has a membership of thirteen local associations, each of which has between fifteen and forty members).
- DISC, the Driving Instructors Scottish Council. This represents a number of local associations and active ADIs in Scotland.
- The British School of Motoring is a franchise operation. The BSM does not claim to represent the views of its franchised instructors.
- The AA, the Driving School, does not franchise any unqualified or partially qualified instructors, and is against the present trainee licence system. Nevertheless the AA, the Driving School, always represent the views of its own parent body, the AA Managing Council, at consultative meetings.

The Driving Standards Agency

When driving standards were first determined the government body charged with this task was the Ministry of Transport. However since the growth of all government departments and ministries, the role and value of safer driving standards have been successively taken over by the Department for the Environment, with its Driver Training and Testing division; the Department of Transport, through its Road Safety Division; the Department of Environment, Transport and Regions and currently the Department for Transport, Local Government & the Regions. For the past twelve years control of road safety training and testing standards has been devolved to its own specific organisation, the Driving Standards Agency, as its sole responsibility. During this time there has been a specific junior minister specifically named as Minister for Roads.

The Driving Standards Agency, for the first time since its inception on the 2nd April 1990, is beginning to allow the consensus of opinion of the consultative bodies to be acceptable as a means of going forward. Over the past five years the DSA has encouraged industry input as well as potential for control in a number of areas. The first of these was the establishment of a single register of Approved Driving Instructor Training Establishments and Trainers, given the title of the Official Register of Driving Instructor Trainers (ORDIT). In 1999 this became the first joint standardising group to be controlled by the industry itself, although, naturally, there is DSA representation on the board of this body.

The ORDIT standard was developed from the amalgamation of two former industry-based bodies:

the Approved Driving Instructor Training Establishments (ADITE); and
the Driving Instructors Association Register of Training Establishments (DIARTE).

The only notable difference between the two registers had been that the former was more concerned with the efficacy of companies and training establishments; whereas the latter felt that the qualifications and standards of the individual trainers were more important. Once these differences were resolved, the two organisations merged to become ORDIT. Because it was now a single representative body, supported by all members on the DSA's Consultative Bodies list, the DSA is content to allow control and agreement of standards to be delegated to it.

The DSA has also initiated a series of workshops seeking consultation and input to other potential driver training instructors' registers, including ones for those who teach in the large goods vehicle (LGV) training industry, and those who teach in the passenger carrying vehicle (PCV) training industry. A more recent DSA workshop has been developed in the areas of fleet and experienced driver assessments and training. It is intended that this will eventually lead to a separate register of fleet driver trainers.

One of the latest of these workshops has been concerned with CPD. At the time of writing very little progress has been made, but as more meetings are held it is apparent that there are more areas of agreement than not. Although CPD in

principle is well understood, the practical decisions regarding what values can be placed on different levels are more difficult to quantify

An enormous amount of work needs to be done to develop this to an acceptable system. In July 1988 initial steps were taken to devise a National Vocational Qualification for car driving instructors. At the time of writing (late 2001) this is still not finalised and talks are in abeyance.

Qualifications which may be accepted at higher levels of CPD.

Professional instructors who wish to extend their own personal potential for additional higher and further levels can do so through a whole raft of courses, examinations and qualifications.

When this project was first proposed it was considered that the structure involved was perceived as a ladder. This later developed into a pyramid – or even a ship's decanter – style of impression. However when seen more clearly it would be better to imagine the routes to success are actually achieved more by a stage of scaffolding or a climbing frame approach. This format more clearly recognises and identifies the various stages and levels, but at the same time accepts that the routes taken can be by way of many options.

A sequential form can be seen from the following list of training courses, academic and other examinations and assorted qualifications that can be gained within the industry at present (see figure 2). The list begins with the simplest and moves towards the more difficult to obtain; but they are no way a sequence of steps that must be taken. Anyone who wishes can qualify at whatever level they wish and are capable of achieving.

Figure 2

Additional ADI Qualifications and the qualifying bodies

Description of the qualifications and the qualifying bodies for Approved Driving instructors, Driving Examiners and Road Safety Officers	
Title of qualification	Qualifying Authority
Doctorate in Professional Studies Some aspects in Driver Education	University
Master of Professional Studies Some aspects in Driver Education	University
Master of Arts - Master of Science Some aspects in Driver Education	University
Bachelor of Arts; Bachelor of Science Some aspects in Driver Education	University
University Certificates and Diplomas Some aspects in Driver Education	University
Advanced Driving Examiners; Advanced Driving Instructors;	{Through training and examinations { both in the Industry and with the DSA
Corporate Driver Trainers; Instructor-Trainers;	{Through training and DSA examinations { both in the Industry and with the DSA
Driving Examiners;	DSA: Direct interview, selection and training
Diploma in Driving Instruction;	Through the A.E.B. written Examinations (Now called the A.Q.A.)
Quality Assurance;	Through Q.A. investigation procedures
Teaching Qualifications	Through T.T. colleges and other routes
C&G Teaching Certificates;	C&G 730 series written and practical examinations
National Vocational Qualifications Level 3;	Through TRANSfED and other NTOs
Cardington Special Driving Test	Through the DSA Examiner Training Establishment
Approved Driving Instructors Grade 6	Through four-yearly DSA re-assessments
LGV & PCV Driving Instructors; Motorcycle instructors	Voluntary training courses and examinations (LGV expected to become mandatory 2001-3)
Road Safety Officers;	By selection and appointment – on the job training
MoD Qualified Testing Officers (Now known as Defence Driving Examiners - D.D.Es.)	Through MOD selection, but DSA training and testing
Grades 4 & 5 Instructors;	Through four- to two-yearly re-assessments (6 is highest; Grades 3, 2, and 1 are unacceptable).
Trainee Driving Instructors;	By passing two parts of the 3-part DSA examination
Advanced Drivers	By taking a voluntary, higher-level driving test. (with national organisations.)

(Source: Russell 1999)

This list, which is not necessarily exhaustive, shows the path of potential academic and vocational progress available in the driver training and testing industry for professional driving instructors and examiners and road safety officers. Naturally there is no set path. Instructors, examiners and others can choose their own route to whatever higher echelons they may aspire.

Other courses, qualifications and skills are potentially available, but those shown are those most popular with working instructors; and many are those in which I have had personal knowledge and involvement.

It is also worth noting that most of the emphasis so far has been on the gaining of academic skills and qualifications. It is a fact of life that very few – in percentage terms – instructors are willing to and capable of going beyond the initial stages. Nevertheless they are still mindful of the need to gain their own particular CPD through other routes. These will include taking non-qualification based training programmes and courses, attending training seminars, taking distance learning packages or simply by reading and practical application in their own ways.

Conclusion

In this introduction I have looked at how the industry has followed the same pattern of learning how to teach, and training, for more than sixty years. I mentioned in the opening paragraphs how, prior to the implementation of the driving test 67 years ago, those who taught driving were simply required to make sure their clients were able to control the mechanical principles involved. Driving procedures were learnt, by experience – trial and error, followed by eventual trial and success – as the drivers survived each incident. This attitude towards 'learning to drive' still continues in many places, even today, as so many 'experts' assume that present day driver-training simply concentrates on the mechanical skills needed, rather than the essential observational and mental processes that must be taught. This is only one of the reasons why those trying to reduce accident rates have generally ignored driving instructors, and their knowledge of safe driving principles. Too many people still think of professional driving instructors as gear-crunching, clutch-jerking artisans whose sole aim is to assist learner drivers through the mechanical learning processes to gain a licence to drive. However all that belonged to the twentieth century.

Now that so many four-year old pre-school children are using computers before they can read and write, it argues that all who are involved in education, but especially those involved in life-saving procedures at any level, must be able to demonstrate their expertise and skills by a professional approach that fits the future.

The way forward must be to believe in, and aim for, a greater interest in continuing professional development in and for the driver education industry.

I have looked at and for the main barriers experienced, and the support required to be more effective, in their search for continuing professional development by Approved Driving Instructors. The participants are often well motivated and committed but have experienced great concerns about losing 'working' time in their attempts to achieve CPD. This is because they are working in demanding environments where the client's needs and training progress are always paramount; those of the instructor are usually seen as less so. Furthermore, additional training and qualifications are not necessarily recognised as profitable. There are varying levels of awareness of the contextual issues around CPD, and the support offered and provided, by the national ADI organisations.

Chapter Three

Research in theory and practice

Overview

Professional driving instructors need recognition and support from the Driving Standards Agency, and also from their trade organisations, to be able to integrate CPD into practice. An increased awareness and understanding of CPD is required to recognise and value the activities, as is the development of skills which would enable them to articulate work-based learning to become more professional trainers. Strategies for support are currently offered by a variety of examining and qualifying organisations. These include the Assessment and Qualifications Alliance (AQA); City & Guilds; Middlesex and other Universities, the GCNVQ, and the Driving Standards Agency (DSA).

Therefore, a starting point for research into this subject requires:

- Investigation and exploration of the views and ambitions of instructors and the DSA with regard to the potential that exists in the driver training industry and to CPD;
- Re-appraisal the various additional higher and further training courses, examinations and qualifications available to those in the driver training industry;
- Identification of the most suitable routes for those who wish to improve their status within the industry by achieving additional qualifications.

Fortunately the principles of improving the opportunities for CPD in the driver training and testing industry are already supported from five different directions:

- Educationally this doctoral project has the support of the Driving Standards Agency (DSA); and
 - Institutionally it will be used by the Assessment and Qualifications Alliance AQA); and
 - Commercially it has the support of the Driving Instructors Association (Int) Ltd (DIA); Universal Driver Training (UDT); and a selection of insurance and business organisations;
-

- Internationally it has the backing of the International Association for Driver Education (I.V.V.);

Finally it has the potential for publication through Driving Magazine, Driving Instructor Magazine, DIA Publishing and Driver Training.& Testing Publications.

Practitioner as Researcher

Although my preferred research approach is action research (which I will discuss later), I was aware that the intentions of this particular project would not enable a full action research programme to be undertaken. Essentially, this project is intended to establish the case for CPD and to suggest what policies, provisions and practices are likely to make it happen. Hence, the project lays the foundation for the subsequent use of the full action research cycle.

Accordingly I began this project working on the premise that my long career in driver training and education had made me a major and multi-faceted research resource in my own right. However I have already seen the need to re-appraise myself of the need for clarification, justification and substantiation. I have seen the need to revisit, and to confirm or change, my own reflective methodology.

In my personal CV, shown in Appendix Eight, I have tried to encapsulate most of my professional background identifying the work roles and positions I have occupied in the industry, and have given a list of the various publications, directly concerned with driver education, which I have had published. I am aware, however, that while my publications have made much of my knowledge explicit and accessible to others, some of the significant areas of my knowledge (such as how to inspire driver trainers and assessors to undertake CPD) have become tacit. I see this project as enabling me to make full use of my explicit knowledge and to articulate my tacit knowledge and to subject it checks for accuracy and sufficiency. In consequence the reflective mode has become my major research approach and I have used various techniques for this purpose (Figure 3). However even this is not enough. I have had to revisit my own knowledge and in some cases have had to revise my own view of myself, after I have seen the need for changing my implicit understanding of the industry to one that is more obviously explicit.

Figure 3 Reflective Techniques for Research Purposes

Areas and Method selected	results of Aims: In order for me to be able to:	practical research Results /Actions: Use is made to:
Use of critiques at the end of courses	ensure feedback is valid and used effectively.	re-style courses to suit comments
Use of writing articles to gain response	keep subject of CPD in the public eye	encourage readers to make contact with problems or challenges
Use of telephone calls from readers	monitor effectiveness of articles/ listen to their concerns.	enable me to pose positive questions geared towards subjects
Use of feedback from clients, customers and individual drivers.	assist me in helping them.	confirm steps taken
Use of meetings with DIA committees and international bodies	gain feedback from members and describe potential to others	enable quick exchange of information and extends range of subjects for discussion
Use of telephone calls to respond to emails	receive and give direct/ instant communication	give instant satisfaction to members and readers
Use of lectures and presentations	present controversial or realistic policy changes	enable me to put across ideas to large groups
Use of questionnaires	gain feedback on a variety of subjects	fill in the gaps and enables courses to be restructured as needed
Use of mini tutorials on one-to-one basis	use face-to-face problem-solving	become a direct means of help
Use of articles written to respond to queries raised	maintain continued interest of my readership	be part of the feedback cycle; I always maintain that my readers really write my articles.
Use of re-reading my own knowledge sources	confirming and updating my own resources	understand lacunae in my own knowledge – and adjust to suit
Use of meetings with DSA staff	put direct questions to those in a position to give necessary answers.	confirm DSA procedures and potential changes for ADIs.
Use of meetings with AEB/AQA staff	maintain two-way communication	look at changes needed to meet modern trends in examinations.
Use of contacts with commercial & Inter- national organisations.	examine the potential for future involvement	confirm what commercial sponsorship might be available, now or later

Perhaps the most profitable exercise in this reflective activity has been critically reviewing my pre-understanding from my reading.

Revisiting my Reading

When you have been studying, teaching, training, examining and learning for more than forty years it is often difficult to pinpoint the origin of your own inherent knowledge. Much of it has been assimilated through learning; it has been changed by validation and re-evaluation; and in some cases it has been gained by an inspirational act of serendipity. Nevertheless it is always a worthwhile exercise to revisit your sources.

I began with my usual list of questions. Why should this be investigated? What do I need to learn - and what is its value? Where will I find the necessary information? When and where do I need to apply this new knowledge; and in what sequence? Who has already researched it and what are their findings?

And finally – the most important question of all – How may I make best use of this new knowledge? I remembered that in a book “How to get a Good Degree” (Race 1999) the writer quoted a similar pattern of questions specifically geared to research. However when I re-read what he had written, I found my own fine-turned questions more precise to my own particular needs than a list he gave. Nevertheless it is necessary to read what others have done, written and said, not only for confirmation but for the opportunities of serendipity. In this instance I understood for the first time an exceptionally bold statement in the book: “A dissertation is never finished; it is usually abandoned at its least damaging point”. It was one of those cathartic lightning flashes which illuminate something you had not grasped fully before,

One of my first resources, when I needed help over the meanings and potential applications for CPD, was to re-read a book ‘Perspectives on CPD in Practice’ (Clyne 1999). Initially I was very impressed. Here was a lady who had investigated CPD in fourteen different industries and professions that concentrated my mind onto specific areas. In the early days of this project the book was a ready source of encouragement. But, as I became more deeply immersed in what I needed to do, the less help I gained from it. Perhaps the real benefit was that it encouraged me to feel that Ms Clyne might well find that the CPD in driver education would prove worthy of inclusion in a future edition of the

book. Nevertheless I certainly gained a better view of the similarities and, more importantly, the differences in CPD that exist in a variety of industries and professions.

Unfortunately, although the book did not give me what I thought I had wanted, which was a short cut to deciding the themes of my research programmes, it did tell me what I needed. I had to go through every form of CPD that existed within the driver education industry already and see how it could be re-presented as something achievable and desirable for those who wanted to find ways of inner promotion – even if only in their hearts and minds. However Clyne's book encouraged me to search around even more; not only for fresh views, but also within my own knowledge and beliefs: first of all to rediscover them, then to re-evaluate them and finally to confirm them. Then I had to place them in context of what was useful to others. It was not enough to know what I knew. I had to know how I knew it; and whether being too close clouded my perception. In practice I found that much of what I knew from within also had real supporting evidence that I gained from talking with and listening to various colleagues whenever I had the chance.

I learned how to go back to earlier reading – this time to revisit my experience from earlier teaching and teacher-training days. Some of the more profitable of these included one of the more definitive training books entitled "Coaching for Performance" (Whitmore 1991). I had gained an enormous amount of practical guidance from both John and his teaching colleague David Hemery who ran a series of National Sports Coach-training Courses at Bisham Abbey. In the early 1990s I had been fortunate to be invited to take part in these earlier training courses around which his book has been based. Their basic precept was that successful coaching was best achieved by the use of adroit questions. Their questioning style, detailed in the book, required every teacher to question everything they did. Coaches had to improve their awareness, of their subject, of their students and essentially of themselves, before they could even hope to begin to succeed. I regarded that course as one of the turning points in my life. I was forced to see myself in a new light. Not only did the course change my views on teaching and learning, it altered the way I taught others to make proper use of questions. Through revisiting these and other text books from my own personal library I was also able to identify subjects and projects that future degree students might well find useful – or in some cases – essential study.

There are two basic resource books that cover most of the basic training needs of ADIs. 'The Driving Instructors Handbook', (Miller and Stacey 1995-9), is an ideal training guide, both for aspiring instructors and those who train them. This is a comprehensive guide to anyone who wishes to train (or be trained) towards their ADI examinations. However the 'Driving Instructors Manual', (Russell and others) whilst similar in title, is more concerned with leading new and experienced driving instructors towards taking additional qualifications after they have qualified. In essence the Manual not only contains details of the ADI examinations, but also is an established and comprehensive workbook and self-study resource book covering the business and professional aspects of driver education. It was first published in 1983 as an up-datable 700 page, loose-leaf, training manual for candidates for the Diploma in Driving Instruction candidates. It parallels the contents of the AEB/AQA 'The Syllabus for the Diploma in Driving Instruction' (Russell and others, 1984 & 1997) giving guidance to students in preparation for the Diploma examinations and the two were written as a complementary pair. The syllabus has been updated on occasions to match the changing needs of the examinations, but is not in loose-leaf format. The loose-leaf format of the Driving Instructors Manual has the benefit of requiring the authors to continually up-date their own reading and scholarship. Both of these training books are essential reading for anyone who wishes to take, or to prepare candidates for, the DipDI examinations.

Another AEB/AQA publication which provides ideal resource and training material, especially for those who are involved in classroom teaching, is the 'AEB Instructors' Guide' (Cox & Russell 1994). This suggests the best ways to teach and prepare learner driver candidates for the DSA's various theory tests, whether by tick box marking or by computerised testing. Not only does it give mock tests with correct answers, it explains the rationale behind each answer, and explains why each of the distractors are not correct. Further guidance on the general theories of teaching is given in 'Instructional Techniques and Practices' (Walkin 1995) which helps instructors develop their expertise through communication skills, the key principles of teaching and learning, the use of training aids, and practical teaching skills. Although this is not particularly aimed at driving instructors, the wealth of knowledge contained helps all who wish to improve their classroom and in-car teaching skills.

As part of my research programme I found that I even had reasons to search out and, in some cases revisit, a number of instructor training books from other member countries within the International Association for Driver Education (I.V.V.). The UK representatives at the IVV's international conferences value the benefit of interchange of training and testing skills and methods. In the United States the driver testing authorities are often the local police force. Quite often the instructors work as sports coaches – football or baseball – for most of the time, and carry out basic driver training in college vehicles as necessary. However there are many states and cities who have formal State testing bodies and where training is conducted by instructors who work in similar conditions as in Britain. The biggest difference I have found is that tests are generally more basic so that new drivers are convinced they still have a lot to learn.

The two training books which were the most useful by giving an insight into other countries' training and tests are 'Efficient, Smart & Defensive Driving, - Handbook Plus' (Torreiro 1987). The book is intended for both the USA and Canadian instructors and also for drivers who hold a full licence. Another Canadian textbook that lends itself to useful study is 'Road Worthy' (Clifford 1987), which is published by the Ministry of Transportation and Communications of Ontario. The benefits of revisiting so many of these various books have been that I am able to confirm what I thought I knew and am even more aware of what other countries do and how they see the status of their own driver trainers.

I found that through this revisiting my prior knowledge I was better able to think in terms of what other instructors, and certainly what other degree course students, would need to expand their professional development to this greater extent.

I also went back over the years we have been planning for the establishment of NVQs in the driver education industry. Perhaps the most simple book – and yet quite comprehensive in its suitability for those who eventually want to train or assess to NVQ level is 'NVQs and how to get them', (Dakers 1996).

NVQs in Driver training are still an unknown force; two instructor-training establishments have begun to recommend that their trainees study for non-specific NVQs whilst waiting to pass their ADI examinations; but this may have a detrimental effect as many qualified instructors would see the value of the NVQ

lower than that of the ADI. Until such times as the GCNVQ approve of the level and standards needed for specific ADI NVQs most instructors are holding back.

A considerable amount of investigation and study is required, but the potential for those ADIs who are willing to qualify as NVQ assessors, however, is considerable. One challenge associated with this, and highlighted by many instructors I spoke to, is the reluctance of most people to have their 'skills and knowledge' assessed and verified by other instructors who may not appear to be any better qualified. Many ADIs expressed the opinion that they would not want their businesses investigated by peer group instructors. This challenge will need to be overcome if NVQs are to be a successful option.

There are two further books, one each at the two extremes of driver training and testing, which lend themselves to comprehensive study by instructors to develop their professional skills. The first is 'The Good Study Guide' (Northedge 1993). This is a very practical and down to earth guide, not just for those studying but essential reading for those involved in teaching too. In particular I often use Chapter six section 3 (*The advantages of treating essay writing as a craft*) as essential guidelines for all those who need to return to formal academic education as their starting point.

The second book, and one that has not received the amount of interest it should have is the DSA's training manual for their car driving examiners. "Notes for the Guidance of Driving Examiners" (Driving Standards Agency 2000) it is probably better known to instructors as the DT One. As I stressed in the early part of this project for more than forty years the contents of this book were covered by the Official Secrets Act and the rules contained within, were never allowed to be given to anyone involved in teaching. Current government practice has recently changed this attitude to one of full information availability. I would suggest that every good instructor would now have a copy and recognise the benefits of the insight into the requirements of the driving test from the examiners' perspective.

As a result of this reflective activity, I have come to realise and practise a range of activities which encourage and support CPD. These include:

- **Conducting personal tutorials with those who are in need of help.**

The term Tutorial may sound unusual when first put to most instructors; but when tutorials take place, the instructors instantly recognise the principle as exactly the one that most of the better ones use in their own instructional practice. The process begins with the use of questions: initially questions from them to their tutor; followed by questions from the tutor to them. Feedback from tutorials also provides a natural source of subjects for questionnaires to make relatively accurate soundings of the needs of those intent on achieving success.

- **Creating suitably structured questionnaires for surveys.**

The format of the surveys must to be directed around students' individual needs, problems and concerns. Most instructors seeking CPD will not fit easily into this category and, even with degree course students, potentially no more than 750 instructors and others from a total instructing base of 30,000, the methods they may use must be carefully selected. The questionnaire topics, the people who will be asked, and the questions to put to them, need considerable thought. Surveys and questionnaires must be planned around the needs of the project and yet cannot give genuine results unless meticulously drafted. Whenever I use surveys and my target audience is not chosen at random, I need to stress this in any conclusions drawn. It is for this reason that I am normally reluctant to place great store in the production of statistics based on small samples. However if it were possible to make a comprehensive survey covering a small subject area, but making use of all 29,500 ADIs the results could be worthwhile. However the expense incurred, unless major commercial sponsorship is gained would make this impossible at this stage. Nevertheless I intend to pursue the potential.

However, whilst these activities are valuable means of gathering information and clarifying issues, other activities help to disseminate knowledge: These include:

- **Producing requisite workbooks,**

Writing workbooks training manuals and instructors guides is a skilful task; and the skill in writing good training workbooks is a very precise one. It is a fact of life that each workbook becomes out of date almost as soon as it is published. This means that there is a constant need for re-appraisal and re-writing.

An essential part of this doctoral project has been the preparation and publication of a module workbook for those instructors and others who wish to take the AQA Diploma in Driving Instruction. This is a sixth module to support the other five workbooks already published and in use. (See Appendix Two). This has already been accepted as part of the project in terms of academic credit.

- **Writing training material and magazine articles;**

Workbooks generally tend to be specifically written for individual programmes and courses, whereas training articles for magazines need to be written with a separate purpose. Initially they will attract attention and secondly motivate potential students and to whet their appetites and inspire their desires to study and progress.

- **Organising and speaking at training conferences and workshops;**

It is only since 1997 that the terms 'continuing professional development' have been used officially by the DSA. This theme will undoubtedly run for a considerable time, as the role of the ADI is made more professional. All current and future DIA national conferences will be based around the need for spreading the gospel of CPD and at the same time encourage delegates to gain accreditation for themselves through their attendance. It is expected that an acceptable credit points system for satisfactory attendance at conferences can be established.

- **Gaining necessary publicity and publication of material**

Since the beginning of my contact with Middlesex University, and even more so since the beginning of my doctoral project, I have been exploiting various ways to improve the necessary publication and publicity of details of the potential for self-improvement through and towards success.

The final area of my terms of reference will return to how I work towards the self-help premise that has always been the strong card in my training programmes, articles and presentations.

- **Arranging mutual training assistance for those who wish to improve their knowledge, abilities, qualifications and status.**

This system of self- and mutual- help has been the main thrust of my whole project. This desire for self-help is inculcated in many as the essential by-product of conferences and training courses.

Of course, making learning opportunities and resources available does not in itself motivate instructors to engage in CPD. Hence, I have researched the existence of possibilities for formal recognition of learning through CPD.

I found through my reflection-in-action activities that while in recent years many driving instructors have sought help, and in some cases this has only been forthcoming through expensive training courses and taking qualifications over extended periods.

However, with the introduction of modular, credit based systems in higher education and particularly, the introduction of work based learning, the highest levels of professional and academic excellence in the pursuit of CPD within driver education are now open to those instructors who are taking the academic route. This can be followed either through the Open University, or the Middlesex NCWBLP system. The potential for this now extends well beyond first degrees to enable students to study for MA and MSc leading to the potential for Masters and Doctorates in Professional Studies.

I followed this route myself and I am aware the award of my Master's degree in Advanced Driver Education prompted at least four ADIs to follow suit. Similarly as others have achieved their Bachelor degrees they too have inspired others to begin theirs. This principle applies just as much at the lower end of qualifications, of course, and many newly qualified instructors have expressed their ambitions to take the AQA Diploma in Driving Instruction and the Cardington Special advanced driving test... .. as soon as they can gain the necessary and perceived training required.

Laying the Foundation for Action Research

While examination of my pre-understanding and especially articulating my tacit into explicit knowledge through reflective activities has been my major research approach, I realise that although this produces knowledge about the nature, means and outcomes of CPD, my doctoral project involves other tasks. These

include how driving instructors view opportunities and provisions for CPD and how better training programmes can be constructed.

Having read *Research Methods for Managers*, (Gill & Johnson 1997) I thought I had learned to study and re-study what I thought I knew about learning, and (by implication) training. However, it is pertinent to expand on each of these by giving a more detailed examination of some of the more important methodological aspects of my study and research programme. As I have said my research methods are based inherently on 'Reflective Research' and saw the need for 'Action Research' to follow, as described in 'Doing your Research Project' (Bell 1997), and chose the survey method to lay the foundations for this purpose.

Perhaps the greatest need is to investigate and detail the collective views of instructors. To do this it will be necessary to explore as many groups and individuals as possible. It would be ideal but does not seem feasible to quiz all 29,500 instructors of course; but it will be possible to ask serious questions, and listen to the answers and views, of as many instructors as possible. One obvious target group is those instructors who respond to adverts or articles advocating additional training. Yet another is to target those who have already taken whatever CPD, regardless of the type, or what it has been called. There is a real benefit of selecting those who have shown interest, if only to prevent wastage of responses.

General advertising response statistics show that if a mail shot is dropped at random, a maximum of 3% of the people targeted is likely to respond. Where the recipients can be targeted directly at those who have already expressed an interest, as many as 17% is considered to be an adequate response.

Consequently a much better response on training matters can be expected by targeting those instructors who have expressed an interest first. As an example, I give the case of twenty ADIs involved in corporate training. (Figure 4).

CASE STUDY - Survey of twenty ADIs involved in corporate training

Figure 4

Piloting an NVQ course through my own company.

As part of the investigation and preparation for NVQs for driving instructors, instructor trainers and driving examiners, in September 2000 I was asked to pilot a 'scale run' investigating the potential for NVQs for those driving instructors who are teaching in the advanced and fleet training markets. This presents an ideal opportunity to create a mini-survey with questions that could cover the whole range of higher and further qualifications in driver education.

There is a need to interview by phone, or face to face, as many advanced driver trainers as necessary. In some cases it may be suitable to issue them with pro-forma sheets with a number of pre-set questions in the form of questionnaires, but in most cases, simple questions with the opportunity to expand on them, would probably be a better approach.

The objectives to be achieved, and expanded upon in the research methods, include the following:

Initially to discover:

- What additional qualifications do instructors aspire to?
- What benefits can they see if they gain higher qualifications?
- What support do instructors expect?
- Whether they expect to gain these qualifications on their own?
- Will they get support at every step of the way?

There is one particular venture that does need the benefit of such a survey and that concerns the potential for National Vocational Qualifications in the driver training industry. As a member of the working party concerned with designing the structure of the various modules (mandatory, optional and additional) I intend to use a number of my own staff to discover the potential for it on a small scale.

However this means a return to the problem of all surveys. How does the questioner avoid an automatic anticipation of the result, thereby creating a wish fulfilment strategy? If so how can this best be avoided?

Some of the specific questions that will need to be put to this particular survey are as follows:

- What further or higher qualifications (other than the required ADI exams) have you already taken?
- Do you see any benefit to yourself in gaining additional qualifications in driver training?
- What would you regard as a fair cost for such a qualification?
- What benefits would it make to your teaching or assessment skills?
- How much time over a period of three months would be willing to spare in preparation for any such qualification?
- What help do you feel you need to take any courses in self-improvement?
- Which organisations apparently currently offer the most practical help?

The most obvious pattern is to allow as many instructors as possible to give answers to questions that they would pose themselves. There is no doubt that the questions will include all those above. Nevertheless it is even more important to allow full rein to their own investigative powers.

One thing is certain; those instructors who really want to make progress have plenty of choice. Therefore it is essential to look for ways of letting all instructors know about what qualifications exist, helping them to qualify and, above all, offering maximum support throughout any training they take.

Source Russell 1999

Chapter Four

Introduction

Project Activity:

Trying to understand what various agencies and individuals make of CPD engaged me in two further kinds of surveying. One was the typical method of questionnaires and interviews, the other was to describe and review relevant activities I have been engaged in.

In the latter case, in the past three years of this project a suggestion by the DSA has been made (and discussions with Trade Organisations are now taking place) to investigate ways in which the four-yearly re-registration of qualified professional driving instructors could be dependent upon evidence of CPD as a means of testing improving competence. This could have the effect of introducing mandatory CPD within the next few years. Naturally at this stage there is a need to define what is meant by CPD that is acceptable to those who teach and examine drivers. For the moment, CPD appears all-embracing and has the potential to cover everything from satisfactory attendance at a training seminar to the award of a university degree in driver education. Fortunately I have been a member of the joint industry and DSA working party, and many of the items within this project have been taken on board as themes for discussion. My colleagues on the working party include a representative from each of the three main national organisations and associations, and three from the DSA's head office.

As a representative of UK driving standards on a number of international and European Union committees and workshops, I have also taken every opportunity to discuss with my international colleagues, their views and the ways in which professional development has been progressing within the European Union and further afield. I have been fortunate to have had discussions with international professional driver trainers and researchers at all levels, ranging from the Universities in Germany, Denmark, Holland and Finland, to the national driver training organisations in Austria, Italy and the United States.

Through my membership of the Institute of Master Tutors of Driving I have also been able to talk informally, and make use of formal presentations, with many

senior officials and officers of the various trade associations and leaders in the industry. These activities will be described and discussed shortly.

Surveying The Field

As a reminder the purpose of this work-based study, as part of the broader doctoral project, is to identify appropriate strategies to assist driving instructors, driving examiners and road safety officers to undertake effective CPD in relation to driver training and education. It also aims to inform and develop policy through which advice, training, resource material and guidance services can be implemented. As well as reflecting on my own history and revisiting my own previous training background and publications, many interviews have been carried out with a number of professional instructors; some of these were face-to-face, and others by telephone interviews. The people chosen, and some of the issues for the study, were mainly those who have previously taken the existing examinations held by the Assessment and Qualifications Alliance for the Diploma in Driving Instruction. (AQA DipDI).

The surveys used were developed on the early responses I received from colleagues when initial informal conversations were held. My company either employed all of the people I interviewed in the early stages, or they were instructors whom I had met at conferences or I had known during my tenure as general secretary to ADI trade associations since 1980. Later surveys were carried out with a few instructors who had only recently been placed onto the ADI register; the best method of implementing these surveys was in the form of questionnaires based around the statements and comments I had received in informal meetings.

The questionnaires were qualitative studies intended to obtain detailed and elaborate descriptions of driving instructors' needs in the CPD process; identifying the problems and barriers to undertaking and examples of good practice and innovation. The qualitative data collection looked for considered responses to questions; therefore I allowed considerable time for each interview. Qualitative research provides detailed and personal information, allows flexibility in the process, and enabled me to rephrase questions that raised digressions. The face-to-face interview method was selected as the best means of exploring in detail the barriers to CPD and possible solutions. I chose not to send out questionnaires on an ad-hoc basis, even to those instructors who were well

known to me. My experience has shown that cold canvassing is not the best way to gain genuine responses.

My choice of recipients was self-selecting insofar that they already completed voluntary stages of CPD and additional training. The other factor was availability; I had been in touch with the instructors whom I knew to be involved in the basic principles of CPD even if they did not know it by that name. Thus, my sample population was non-random and skewed towards those who already had a greater interest in the project. Potential interviewees were selected randomly from those members of staff or others with whom I made contact during the time required. There was a mix of gender ratio, age range, current qualifications and geographical spread. Thirty respondents were identified and all of them consented to the interviews and questions asked.

The initial survey, using twenty experienced and highly qualified instructors, was at the request of the working party of the GNVQ Standards Committee in September 2000; and the questionnaire and some of the conclusions drawn are shown below. (Figure 5).

Figure 5
CASE STUDIES Interviews with twenty experienced driving instructors

Exemplar interview/questionnaires carried out face-to-face (16) and by telephone (4) with twenty advanced and corporate driver trainers working with my own corporate driver training company.

A PILOT Study of

February 2001

The use and benefits of National Vocational Qualifications for ADIs.
 (Approved Driving Instructors)

These were conducted in my capacity as Chairman of the Driving Instructors Association and as Training Director of Universal Driver Training of Camberley, Surrey. The initial interviewees were experienced fleet and corporate trainers.

This first study was carried out, in the form of a survey, at the request of the GCNVQ's Standards Committee who were preparing NVQs for driving instructors. This particular pilot study was concerned only with those instructors who are working as Fleet and Corporate Trainers. All the trainers involved in the survey are in the employ of Universal Driver Training on an ad hoc basis.

The survey was carried out between November 2000 and February 2001 on behalf of the NVQ ADI Standards Working Party, most (80%) respondents said they preferred a face-to-face (or telephone) discussion rather than completing a formal, printed questionnaire. The reasons given for this (65%) were that questionnaires did not give respondents suitable opportunity to rephrase questions as needed for their own circumstances. Others (45%) suggested that it was less time consuming and more beneficial to themselves.

The survey was conducted with twenty instructors, all of whom are experienced working driver trainers who each have between eight and twenty-four years experience of teaching both L drivers and full licence holders. All of them are currently working mainly in the fleet and corporate training market place. None of them was willing to take part in a comprehensive NVQ assessment. The reasons given were all based around two precepts. The time and costs involved were too high; and that their individual clients would resent any interference with their daily training programmes. Almost all (of UDT's) corporate driver-training programmes are based around a whole day, one to one client and trainer situation.

Of the twenty instructors interviewed eighteen of them gave full and frank answers to all the questions (which they felt applied to themselves). Two gave limited answers in that they considered themselves now too old to be concerned with additional training or qualifications.

One reason that twenty separate surveys were carried out was to make the percentage /responses relatively equable. Contacting more than 20 trainers in the time available would have been more difficult and would probably have produced similar, if not identical, results. Trainers were selected purely by chance, if they happened to be working for the company during the period of time involved in the pilot study.

NVQ Pilot Study Questions asked:	20 interviews Responses given	%
How long have you been an ADI? (Average)	Ranged from 24 to 8 years 11.4%)	
What Grade ADI are you? (Grades 6 to 1)	6 = (25%); 5 = (60%); 4 = (15%).	
How many years teaching in the Corporate and Fleet situation	More than four years between two and four years Less than two years	55% 35% 10%
Have you taken any CPD in last three years	Yes	90%
Do you possess additional qualifications	Yes	100%
Do you hold any or all of the following:		
Diploma in DI		100%*
Cardington test		100%*
C&G 730 or similar teaching cert.		85%
University Certificate or degree		35%
DIAMond or other Advanced Examiner	15	75%**
Are you contemplating taking a degree course within the next two to three years?	Yes 40%	No 15%
	na 10%	Already have 35%
Have you studied the needs of NVQs?	Yes	75%
Would you be willing to take an NVQ?	Yes	0%
Why would you not be willing to take the NVQ ADI assessment? (REASONS GIVEN)		
Current additional qualifications are already higher than NVQ at level 3.	Yes	100%
Financial reasons:		
(Costs much greater than other qualifications)	Yes	85%
(No apparent financial benefit)	Yes	90%
Would object to being observed whilst on the job	Yes	60%
Would object to being assessed by peers	Yes	100%
Would not use an NVQ qualification in advertising	Yes	90%
Regard NVQ as superfluous to ADI	Yes	80%
Would be willing to trial parts of NVQ assessments:	No	90%
Only if they were allowed to offer comments	Yes	45%
Would encourage new instructors to take NVQs	Yes	10%
* All UDT Trainers are expected to hold both of these qualifications as a pre-requisite for initial employment with Universal Driver Training.		
** The DIAMond Advanced Driving Examiner Course is a suggested minimum qualification for continued employment with Universal Driver Training.		

RESULTS

It is immediately apparent that this is not a fair representative survey of the ADI register as a whole. Nevertheless it is probably a very good representation of the feelings of those ADIs who are experienced, are involved in teaching beyond the L driver level, and who have already taken further and higher qualifications which have national recognition outside the driver education industry.

In particular it worth noting that all those questioned had taken one or more higher academic levels of qualifications including these quoted in the survey:

- Diploma in Driving Instruction. This is set by the A.Q.A. and is accepted as a foundation year level for Middlesex University Degree courses in their NCWBLP faculty. It has been available to ADIs since 1984.
- Cardington Special Driving Test. This is the only advanced driving test carried out by the Driving Standards Agency's own staff. It has been available for ADIs only since 1976.
- C&G 7307 or similar teaching certificates. (Formerly known as "Trade Teaching Certificates"). Some of the respondents had held these for twenty years and more.
- University Certificate or Degree. Many respondents were working towards Middlesex University degrees through their driver education programme. 75% of those questioned have taken, or are expecting to follow, this academic route. Some are anticipating continuing their degrees up to masters and doctorate levels. This particular pathway has been available since 1995.
- DIAMond or other Advanced Examiner Training courses. The DIAMond Examiners course was the first such course to receive DSA approval and recognition during 1999. It is used by Universal Driver Training as a benchmark for all its professional trainers. Candidates for the DIAMond Examiners Training Course are required to have passed the Diploma in Driving Instruction and the Cardington Special driving test before acceptance on the course. The DIAMond Advanced examiner course has been available since 1991.

Opinions were also expressed that all of the above qualifications have been available to ADIs for a number of years and that all of them, except the Cardington special driving test are considered to be both academic and also vocational. The Cardington test is the only solely practical qualification and is purely vocational.

There was a consensus that those ADIs who do not wish to take the academic path would possibly prefer to take the NVQ route, but they would probably quibble at the costs involved, which may be considerably higher than taking some of the formal training programmes and course qualifications above.

One question put by many of the respondents was generalised as:

"Does the Driver training industry really need another practical qualification in addition to those already available?"

OBSERVATIONS.

It would probably be unfair to use this sampling as an indication of the potential for success of National Vocational Qualifications in the ADI industry as a whole. Nevertheless it must be seen as a very strong indicator from those who have already made a firm commitment to their own professional advancement over the past twenty years and more – and certainly before the DSA themselves have started to make noises concerning the benefits of Continuing Professional Development as a perceived need for the industry.

A composite quote that was made, in various forms, by a number of the respondents in this survey, is quite apposite:

"Those ADIs who wish to appear to be more professional than their colleagues will undoubtedly take the academic route to perceived success.

"Many others will be content to maintain their ADI status knowing that they do not legally need anything else.

"A few will believe that the NVQ could replace the ADI and may well wish to anticipate this.

"Others, mostly trainees and new instructors, may be led to believe that possession of an NVQ could help them become better recognised.

"However a Trainee Driving Instructor who cannot pass the final ADI exam, but who holds an NVQ would not give credibility to this view."

Other views expressed, many of them quite forcibly, were that the driver training and testing industry already had qualifications that were both national and vocational – gained by passing the Approved Driving Instructor examinations or by taking DSA driving examiner training. Unless the Driving Standards Agency intends to abrogate its duties in favour of external control, all the instructors who were involved in this survey would not expect to see NVQs become necessary or beneficial.

The Second Series of Surveys

Conducted Feb - May 2001

The potential for CPD generally, and for Middlesex Degrees specifically, for ADIs.

These three additional surveys were conducted by Peter Russell in his capacity as Middlesex University Doctoral student; chairman of the GPC of the Driving Instructors Association; and as Training Director of Universal Driver Training of Camberley, Surrey, with three disparate groups of instructors:

- Ten were chosen at random from customers who had previously bought my training packages, who had less than five years' ADI experience. (Figure 6)
- Ten other instructors had also bought my training material but had more than five years' ADI experience. (Figure 7)
- Ten were selected from the 20 who took part in the initial survey. (The other ten were not available at the time of the second survey). (Figure 8)

The method selected was in the form of telephoned or face-to-face conversations, as part of my independent research for my doctoral research project. These particular surveys were initially concerned only with those instructors who are working as Fleet and Corporate Trainers in my company; and later with those whose names, addresses and phone numbers were on my personal file. The potential recipients were all selected for the surveys on an ad-hoc basis coupled with their availability at the time.

The surveys were carried out between February 2001 and May 2001. Most (97%) respondents preferred a face-to-face (or telephone) discussion rather than completing a formal, printed questionnaire. The reasons given for this (98%) were that questionnaires did not give respondents suitable opportunity to re-phrase questions to fit them to their own circumstances. Others (78%) felt that it was less time consuming and/or more beneficial to themselves. (More than one reason was given by some respondents therefore totals of more than 100% were recorded.)

All thirty instructors interviewed gave unequivocal and frank answers to all the questions. Some expanded on their answers – especially those currently taking Middlesex University (N.C.W.B.L.P.) degree courses – but some of the additional comments they made were often in confidence and do not form part of this project. Nevertheless I agreed to express their concerns at an appropriate time when a suitable opportunity arose.

Twenty-three of the respondents expressed considerable interest in the aims and objectives of my project which had been explained and discussed with them; and 18 wanted to become involved in the programme when the project is eventually completed. The reason that three separate surveys were carried out was to give a broader spread of instructors, both geographically and from an experience point of view. The reason I chose ten, rather than twelve or nine, of each group was to simplify the percentages.

The first twenty instructors selected for the survey were interviewed face-to-face and ten of these were selected for a later interview for the second questionnaire and a further ten were selected at random. This latter group was at the opposite end of the experience and qualifications line. All of the first twenty had proven their experience and interest; and the final ten were selected because they had only recently qualified. I had their names and addresses as they had bought training materials from me during the previous year. Nevertheless their names and telephone numbers were randomly selected from about a hundred and fifty on my files; they were also instantly available when I rang them.

Whilst I accept that none of the three early samples can be genuinely representative of the industry as a whole, the initial survey was carried out on behalf of the steering group of the NVQ for ADI's committee's working party. I had been commissioned to test the market from amongst my own staff of fleet driver trainers. In other words my brief had been to assess the likelihood of acceptability of NVQs by those instructors already holding additional higher qualifications. Naturally these instructors were more experienced and already possess higher qualifications. The second sample, ten from these same twenty, reflected this same view, even though the subject matter of the questionnaire was relatively different. The final ten were selected from the novice end of the industry to show some degree of balance between the two reports.

The face-to-face interviews were conducted at my company offices between November 2000 and April 2001. A final survey was carried out 'en masse' of an audience of conference and annual general meeting delegates, which rather fortuitously consisted of an audience of 105 people three of whom were not instructors. Therefore an approximation to a percentage was easily made. However it is again necessary to state that these people were not randomly selected ADIs; but those who were interested in improving themselves. However this particular survey was not concerned with training matters.

Figure 6

Survey of Ten Newly Qualified Driving Instructors:

Further Qualifications Questions asked:	Study No 1 Responses given	%
How long were/are you an PDI?	4 – 10 Months	Mean 6.1 months
How long have you been an ADI?	1- 5 Years	Mean 2.6 years
What Grade ADI are you? = 0	6 = 1; 5 = 2; 4 = 6; 3 = 1; 2 = 0; 1 = 0	
How long working alone?	More than four years	10%
Or running your own driving school	between two and four years	40%
	less than two years	50%
Have you taken any CPD in last three years?	Yes	30%
Do you possess additional qualifications ?	Yes	20%
Do you intend to take any of the following:	Yes No Already have them	
Diploma in DI?	50% 30% 20%	
Cardington test ?	80% 10% 10%	
C&G 730 or similar teaching cert.?	40% 60% 0%	
DIAmond or other Advanced Examiner?	40% 50% 10%	
N V Q ?	0 100%	
Are you aware of degree potential for ADIs?	Yes	70%
Would you like to take a degree course within the next five to ten years?	Yes	70%
Do you see any merit in taking degree courses?	Yes	40%
What would put you off taking University Degree training? (plus) (REASONS GIVEN)	(more than one answer from each) (respondent – hence adding up to 100% plus)	
1 Lack of money	60%	
2 Lack of time for study	40%	
3 I am not clever enough	30%	
4 There is no apparent benefit	30%	
5 Lack of computer/skills	20%	
6 Satisfied with status quo	10%	
Would you encourage all new instructors to take Higher and Further Qualifications?	Yes 60% No 40%	
Name: (not for publication)	Date:	

Contact address
Or telephone number

Survey by Peter Russell March April 2001

Figure 7

Survey of Ten Experienced Driving Instructors:

Further Qualifications Questions asked:	Study No 2 Responses given	%
How long have you been an ADI?	5 - 38 Years Mean 11.9 years	
What Grade ADI are you? 0	6 = 2; 5 = 4; 4 = 4; 3 or lower = 0	
How many years teaching as a Self-employed instructor ?	More than four years between two and four years less than two years	80% 20% 0%
Have you taken any CPD in last three years?	Yes	60%
Do you possess additional qualifications ?	Yes	70%
Do you hold any or all of the following:		
Diploma in DI?		70%
Cardington test?		40%
C&G 730 or similar teaching cert.?		10%
National Vocational Qualifications?		0%
DIAMond or other Advanced Examiner?		20%
Are you aware of degree potential for ADIs?	Yes	80%
Are you contemplating taking a degree course within the next two to three years?	Yes	20%
Would you like to take a degree course within the next five to ten years?	Yes	30%
Do you see any merit in taking degree courses?	Yes	50%
What would put you off taking a University Degree training? (REASONS GIVEN)	(more than one answer from each respondent – hence adding up to 100% plus)	
1 Lack of money	50%	
2 Lack of time	50%	
3 No benefit to me	40%	
4 I am not bright enough	30%	
5 Lack of need/motivation	20%	
6 No computer skills	10%	
Would you encourage instructors to take Higher and Further Qualifications	Yes	80%
Name: (not for publication)	Date:	
Contact address		
Or telephone number	Survey by Peter Russell	February May 2001

Figure 8

Second Survey of Ten Fleet Driver Trainers:**Further & Higher Qualifications****Study No 3**

This survey was conducted with ten experienced driver-trainers who had also been part of the initial, November 2000, survey about NVQs. They were selected and interviewed on an availability basis only.

Questions asked:**Responses given %**

How old are you?	27 – 55 Years	Mean	39.5 Years
Do you know about the Middlesex Degree courses for ADIs?	Yes		100%
Are you studying on any private CPD Training programme?	Yes		70%
Do you agree with the value of additional qualifications?	Yes		100%
Are you taking or contemplating taking a degree course within the next two to three years?	Yes 40%	No 20%	Already taking 40%
IF 'NO' TO ABOVE -			
Are you prepared to think about a degree course?	Yes		100%

Question to the 40% currently taking a degree course – Are you having any problems?
Too many 25%; Lots 75%; Many 0; Few 0; None 0.

ARE YOU WILLING TO STATE WHAT THEY ARE?)

Of the 40% who stated they are currently taking degree courses the following comments were made.

(More than one response from each respondent)

1	Delays in returns on work submitted	100%
2	Weakness of Tutorial support	100%
3	Lack or failure of Mx Admin support	100%
4	Lack of clarity of terminology in material	75%
5	Unable to get help when asked for	75%
6	Unable to obtain vital dates	75%
7	No answers given to specific questions	50%

Would you be willing to attend a mini conference to discuss the potential for change in the degree training programme? Yes 100%

Would you encourage all instructors to take degrees Yes 70%

Name: (not for publication)

Date:

Contact address

Or telephone number

Survey by Peter Russell February May 2001

RESULTS

This was never intended to be a fair representative survey of the ADI register as a whole. It is based on two lists of instructors: a total of 30 interviews were conducted from a potential of 30,000. Nevertheless a fair representation of a certain type of instructor – one who is prepared to seek out their own personal CPD programme – is indicated.

I was not surprised at the comments of those experienced instructors who are extremely well known – and employed on occasions – by my company. It would be reasonable to assume that the views they express would be relatively unusual in the general driver-training industry, otherwise we would not have employed them.

However, the other two groups of instructors were randomly selected from those who had purchased my training packages over the past few years. In many cases I have never met them, but I would have undoubtedly spoken and communicated with them. Nevertheless both groups are probably a very good representation of the feelings of those ADIs who show a marked interest in further and additional training; all of whom probably have a desire to improve their current professional status. I suspect that had I contacted, equally at random, many of those instructors who are 'passing through the industry' and not interested at all in self-improvement, I would have received very few responses to any questionnaire, regardless whether it was face-to-face or paper based.

It was not surprising that a higher proportion of those questioned had taken at least one or more of the higher levels of academic qualifications including those asked about in this survey: see below.

- **Middlesex University (NCWBLP) degree courses in driver education.**
- **Diploma in Driving Instruction** This is set by the A.Q.A. and is accepted as a foundation year level for Middlesex University Degree courses in their NCWBLP faculty
- **Cardington Special Driving Test.** This is the only advanced driving test carried out by the Driving Standards Agency.

OBSERVATIONS.

It would probably be unfair to use these three samplings as an indication of the potential for success of any forms of additional higher or further qualifications for driving instructors. Nevertheless it must be seen as a very strong indicator from those who have already made a firm commitment to their own professional advancement over the past twenty years and more. Even those with five years or less in the driver education industry showed their support for the principles and practices of continued professional development.

When I was able to extend the conversation into what I was researching and producing as part of my doctorate, everyone who discussed it with me was totally in favour of my stated aims and objectives. They all indicated that they would be willing both to look for assistance; and also to give help wherever and however they could to those who needed it. One of the more significant, yet regular, comments made during the various conversations held during the surveys, was the obvious benefit in terms of low costs involved in training through mutual support groups, and as a vital form of CPD.

Although there was substantial support for the principles of university recognition for all those instructors who wished to create a more professional image of, by and for the industry; a very worrying feature was uncovered during the survey. There is evidence of considerable dissatisfaction with regard to the lack of progress through their distance learning studies. Most of those I spoke to agreed that they were unable to cope with the ways in which the administration, teaching and tutorial system with Middlesex apparently worked. None of them had expected much help: they appreciated that self-help is the ethos of distance learning, but the impression gained by them all was that they were abandoned to their own devices throughout.

This comment is not part of this survey itself, but the views expressed in the final series of questions speak for themselves. However I did promise to see what help I could find for my interviewees through other routes towards their individual success. In two cases I was able to offer practical and moral support to prevent the students discontinuing their courses. I also promised to see if I could form a small, unofficial group of like-minded undergraduates to work together by post,

telephone and email. This would use the principles expounded in my doctoral project on an exploratory basis.

Rethinking my own views; adjusting my opinions

I could have easily assumed I already possessed all the knowledge that I gained from these interviews and the answers I was given. I would have been wrong on two counts. First of all I could never have given precise percentages – even on a small percentile study such as these have been. Secondly I would not have been able to second-guess the nature of the concerns of those I interviewed, nor the strength of their answers.

Initially I was glad to see so many of my previous thinking reinforced; but afterwards I was much more aware of a strength of purpose that many of my colleagues had with regard to their own progression through continuing professional development.

It was both a heartening and a thought provoking series of exercises.

How the information was taken and used.

The data from each interview tape was transcribed verbatim after each interview. Thus the face-to-face interviews were analysed first in order to identify topic questions for the telephone interviews. The data identified recurrent topics, similarities and differences and was grouped by themes and topics. The staged process of the two types of interview provided the opportunity for reflection and exploration of emerging issues.

The degree to which the results can be generalised to the driver training industry as a whole is acceptably low. The instructors in the initial surveys were not representative in terms of gender, age, job role and setting. Most were self-selected from those who have shown their belief in professional development. Nevertheless the results are reliable in that all the participants were interviewed in a similar manner so they all considered and discussed the same topics.

I now consider what I have learned about the need for CPD and how it can be provided through a descriptive review of relevant activities within my own career.

Understanding CPD through my Career Activities

Over the past eight years, since retiring from my role as General Secretary at the Driving Instructors Association, my business has been in the commercial world of

training experienced 'company' drivers in the fleet and corporate markets. Our company makes use of some of the highest qualified instructors in the country. Although I rarely get involved in the practical training myself, except in most unusual circumstances; I do carry out all the background research, and then plan and write all the individual training programmes that our instructors use. During these past years my own training company has been able to demonstrate that commercial clients are willing to pay much more realistic prices for their staff than learner drivers do, provided that they can be shown that there is a return on their investment as a result of these driving assessments and associated training.

Naturally we did not develop our company without sound market research into its business potential beforehand. An initial gut feeling was readily substantiated in practice. However the most significant difference between commercial research and academic research lies in the principle that businesses have to risk their own money on the results of their efforts; academic research, often paid for from external sources, is often apparently carried out without a commercial end in view. Anecdotal evidence often works too.

Early reliance on my company's safer driving benefit to our clients' businesses was originally based on a reduction of client driver deaths and injuries and, ultimately, lower vehicle damage and reduced repair bills. In this sense the policies of all corporate driver training industry were essentially reinforced in the form of reduced insurance premiums. However there is now a different element playing a greater role. Since 1995 it is noteworthy that Health and Safety Regulations have played a much greater part in Fleet and Corporate driver training. It is also significant that government thinking points to the direction that all drivers need training or re-training in the work place. To do this suitably, a much greater number of properly qualified driver trainers will be required than is currently available. At the turn of this 21st century the potential for charges of corporate manslaughter when company drivers are involved in fatal accidents is very real. It is not only the driver who may be held responsible and punished, but the employers as well.

The corporate manslaughter role was supported in 1997 by the dual appointment of then DETR's Minister for Roads, (Lord 'Larry' Whitty) who underlined his Transport Minister's Road Safety role by also being responsible to the government as Minister for Health & Safety at Work. Two of the stated intentions

of the Minister have been to bring home the message of the need for company drivers to take additional training in their work place; and for employers to take their share in responsibility for any weaknesses.

Many companies are now prepared to have their drivers assessed and re-trained; and are perfectly willing to pay sums in excess of £250 per person per day (even this is cheap when compared – say – to one-to-one training in Information Technology where daily rates of £750+ per day are common). These sums contrast markedly with the 'norm' of driving lesson fees paid for L-test lessons, which are often as low as £10 per hour. Such sums do not allow instructors an income of £100 per working day out of which all vehicle running-costs have to be met.

The whole driver training and testing industry itself is changing quite dramatically in other ways. One such instance is in the use of modern Instructional Techniques for training and testing. The DSA has made use of computerised systems for test bookings for some time now and, conduct computerised testing of the theory test for L-drivers, shortly followed by computerised theory examinations for ADIs as well. Indeed there are many potential benefits in terms of improved professional development in the industry. Even as this project is being written strong elements of change are being brought in almost on a daily or weekly basis. A most recent example is the introduction of hazard perception testing using video clips in both learners and their instructors. Although all attempts to introduce this so far have failed, there is no doubt that the use of modern computer systems will be brought into greater use as in other training and examination methods.

As part of this ongoing process the present Diploma in Driving Instruction (DipDI) examinations need to be brought more into line with present day examination styling. The current 'five by two-hour' written examination papers may not be the best way to assess the suitability of candidates for this Diploma series of examinations. As the DipDI is also regarded as a significant step towards a foundation year University Certificate, through Middlesex University's N.C.W.B.L.P., a meeting was held with representatives from the AQA, the DIA, the DSA and Middlesex University, to investigate what styles of examination, assessment and testing may be best suited to the 21st Century. This changed

examination system will certainly need to be developed in the next four or five years.

Discussions about the potential for this are ongoing and offer quite exciting prospects. Following on from the March 2000 decision to make changes to the AEB/AQA Diploma in Driving Instruction, various steps have been taken, although the relative importance of each may not be determined.

The Driving Standards Agency is now more actively involved in considering ways in which driver education can be brought into the school curriculum. Although they are only touching their toes in the water at this stage; their involvement consists of sending driving examiners into schools quite regularly for short question and answer sessions with teenagers. The aim is to demonstrate the human face of the driving examiner. More productive ways of introducing driver education to the under 17s as part of their ongoing 'Driving for Life' education, may well be needed; methods that involve positive training may be the answer.

At another level the DSA has been urged by successive Roads' Ministers to find ways in which CPD can be made more acceptable to the driver training industry at a cost that is acceptable to working instructors. Previous efforts by the DSA to carry out training conferences by themselves have failed dramatically, not the least because of the very high fees charged by the DSA for their staff and services. The DSA's normal conference or seminar prices of £150-£250 per day contrast badly with national trade association equivalents which are more usually priced at £15-£35 inclusive of all working papers, meals and refreshments. It is generally accepted that the paths with greater potential will make use of the national associations, and their publications and national and local training conferences.

Invitations to meet and talk with local and national Instructors' Groups

During most of my ADI administrative life I have been invited to talk with, and write for, a whole range of driving instructors' groups around the country. Most instructors have heard on the grapevine what is happening on the national scene, and many others have talked to me privately. Others have read details in their national association magazines and newsletters. Almost without exception the request to speak or write articles includes asking me to explain what steps each of them can take individually, and severally, to ensure their own CPD.

However I am very conscious that communication is a two way process. Just as teaching is assisting with the learning process, so it is that presentations are only successful if the audience learn from what is being said. It has been an essential part of my presentations to listen to comments, complaints and queries from the audience in order to respond better to them. Whenever I have put over a personal view, even if it is one that I have had for many years and based on personal experience I have seen the need to listen to what is felt by my audience.

Specifically there has been a need to find out the audience's reactions and reasons. Only then can I develop a positive presentation to them. And this too has coloured by own reflective views. On a more practical note some of these changes have been seen in the ways that many training conferences are now conducted in the form of "training workshops" which contain very much more hands-on activities.

The notable feature common to all requests is that whilst they do not specifically mention the words 'continuing' or 'development', the word 'professional' occurs frequently. However they constantly refer to individual qualifications that they would wish to gain. This was predictable, but what I really had to do was to search out and revisit my own experiences. and those of others, to re-evaluate what options existed.

In my role as Chairman of the DIA's GPC I am in regular contact with a whole range of instructors, in and out of membership of the DIA, many of whom are making their own progress up their own personal ladder of success by the own volition.

Others write, ring or email me at intervals, to ask what advice I can give them – or whom I can put them in touch with – to sort out their individual problems and challenges. I see this as being part of the whole ethos of encouraging instructors to help each other. Many ADIs and driver trainers have discovered that the mentoring system works well in corporate training; and realise this system can be used in both directions. Those who have passed their examinations and are then contemplating further training can seek help from those who have already done

so; whilst at the same time they can offer help to those who are struggling with the examinations that they have already passed.

One aspect of change has proved extremely interesting. There is a potential wind of educational improvement and change blowing in many new and exciting areas in the industry.

Basic training in the industry begins at trainee instructor level; and can also be found in efforts to raise the standards of grades 4 & 5 instructors. Because the DSA lays such great store on the need for instructors to improve their instructional grading from a 4 to a 5, (less so from a 5 to a 6), most instructors see that by achieving a grade six accolade they will have something they can actively sell to their clients as proof of their teaching skills and abilities.

Newspaper adverts often make reference to the fact that this particular instructor is a 'Grade Six'. Regrettably many more advertise the fact they are cheaper than anyone else around. It is also interesting to note that whereas the DSA grade instructors from 6 (top) down to 1, when they classify their own staff they allocate them from box 1 (top) down to box 3. Box 3 denotes examiners whose standards are considered unacceptable.

Personal mentoring via the telephone and face-to-face.

When I first set out to carry out a personal research programme into what individual driving instructors want in order to improve their own "Continuing Professional Development Programmes" I decided to make use of my regular monthly magazine articles and various contributions to other driver training periodicals. I wanted to make readers think that perhaps when I quoted "no one ever knows enough", I was not only writing about myself but also encouraging them to think the same way. As a result of this I have received more than 520 telephone calls over the past five years, all from driving instructors who have been triggered into asking me for my advice on what they should do. These calls have been in addition to what I would call normal business calls from associates and colleagues. Initially I saw no need to categorise the requests, but it later became apparent what format the questions were, from the ways in which I had to change my methods of replying to them to suit the respondents' explicit needs.

The response that magazine readers received from me in reply to their questions has differed widely. Many of the questioners had similar problems, but one of the

challenges that they often faced was the fact they did not know what it was they needed to ask. Where it was obvious that I was talking to a newly-, or not yet-, qualified, instructor then my advice consisted almost entirely instructional guidance. But where I came across the more experienced instructor I took the Socratic role, by making greater use of questions in response to questions. By posing more questions it is possible to induce a pupil (at any stage of learning) to re-think what they are doing, what they are saying and, of course, what they are seeking. And equally true, this method enabled me to have more time to question, and re-question, everything I do. From my own learning I am better suited to help others.

As a result of this I have tried to ask more questions of myself; querying what it is I really need to know, either to answer a question put to me, or to clarify my own thoughts. It has certainly slowed my progress; but, hopefully, it has reinforced my erudition. I have tried to encourage my callers to think through what their own answers should be. When you give a simple answer, there is no guarantee that the recipient will understand or apply that knowledge properly. If you encourage them to think it through then knowledge is implicit; but understanding becomes explicit.

This has been a complete volte-face for me. My previous head-on approach to any writing or training programme has often produced good results – quite often in quick-time – but my present methods of scholarship demand that I need to know not only what I am doing, and why am I doing it this way; but also the reasons for not doing it another way. And it has only taken me the best part of 70 years to come to terms with the need for constant re-appraisal.

Some callers wanted to know what they had to do next.

Invariably the questioner was a newly qualified instructor; someone with a fire in his belly, who desperately wanted to join his peers. My role here was to get him to see the need and potential to become better than his peers. One of the ways to do get this message over was to ask the caller who amongst those in his local area he considered to be the 'best instructor in town?'

Every town has an apparently recognised 'best' instructor; and it is usually someone who operates on his own and who has done so for many years. My questions would elicit from the caller what made this other instructor stand out from the rest. Invariably the caller would realise that this particular demi-god actually charged more money for his services. More than that, these instructors not only

charged more, they had a list of pupils waiting to start their lessons whenever vacancies could be found. For ease of writing I have used the male pronoun for instructors, simply because 85% of ADIs are men; however, naturally, questions have come in from both sexes. (DIA membership statistics 2000).

Then, by dint of further teasing out the answers from the caller himself, it was possible to point out what it was that the other instructor possessed. It could be called anything from 'Pizzazz' to '*An Ego as big as a house*'. It could be thought that this better instructor had lots of qualifications, or that they served on various committees and at training conferences, or that they just seemed to have every bit of knowledge at their fingertips at any time.

A few further questions soon had the caller telling me that his immediate intention was now to take some extra training – by any particular method, that didn't matter – it was the intent that counted. The caller always rang off with a whole new approach to life and business laid out before him. The only information I had actually given was a couple of phone numbers where the caller could get details of whatever training course, examination or supply of books that he apparently needed. The success however is that he now wanted to be better than the previous 'best' instructor in town. He did not want to copy him; he wanted to become role model himself.

A few rang because they could not see the benefit of an academic route to professionalism. However, hidden in their scepticism was the plea for help. These callers had been teaching for years. They ran reasonably successful schools and they were happy in what they had so far achieved. My assumptions that they had a hidden personal agenda usually struck home. Hence my first question to them would be to ask why they had called me? The answer to this, when they thought it out, invariably showed that they had been stung by some comment of mine in an article. Such as by saying in an article "that even if an instructor had a pass rate of – say 65% this still left a lot to be desired".. When they asked me – say – if a success rate of 65% was not good enough, I asked back. "What do you say to those who failed?" This prompts another question. "Why should anyone fail, if they have been properly prepared?" The average driving test pass rate for L drivers is currently running at 43% It has never been higher than 49% (DSA statistics –2001).

The questions now followed on logically.

"Did you know they were going to fail?"

"Did you expect them to fail?"

"Is there anything you could have done that would have made sure they passed?"

"Did you believe them when they said they thought they would pass?"

Suddenly my callers understood what I was saying and believed me that they had more control over the pupils' pass or fail potential than they had previously accepted. People go to a professional driving instructor for exactly the same reason they go to a doctor, dentist, butcher or golf tutor. Clients want something special that no one else can give. If the doctor, dentist or golf professional brushes them aside they begin to lose faith. If their driving instructor does not exude confidence and professionalism, pupils will listen to their friends or seek other sources for their views instead.

Hopefully they gained from this questioning session the fact that if they are confident this shows through to their clients. The only caveat being the recognition that false confidence is easily exposed

Others rang because they genuinely wanted help to overcome their perceived lack of knowledge, skills or abilities.

These callers are much easier to help. Whilst my knowledge is not inexhaustible, it is relatively encyclopaedic. I have the good fortune to be able to file facts, happenings and detail away in my memory until I need to call upon it again. If someone rings to ask me a specific question of fact – I can often quote the answer from memory, or give details of a book and chapter that will contain the answer.

As quoted by my own mentor, (*"What the superior man seeks is within himself; what the lesser man seeks he finds in others."* Confucius see page 6) most people have the answer they seek inside them; what they often need are the tools to explore the background to start them thinking. 'Thinking through' is a form of internal research that is often insufficiently used. Talking through a series of questions can promote its use. The real search for erudition must start from within.

Writing books to support candidates who are taking examination programmes.

I am fortunate in many ways that virtually all of my published books have been commissioned by a publisher who has been willing to take the risks involved in marketing and selling the finished articles. Similarly, I have always been asked to write a series of regular columns in Driving Instruction and road safety magazines. These can be used for a variety of purposes.

Book writing needs various skills, plus self-discipline and – above all - an overwhelming knowledge of the subject matter. Even if I had not contemplated this Doctorate programme I would still have continued to produce working manuals and textbooks as part of my ongoing working mode. However I am convinced that my writing of and for these books has changed for the better as a direct result of my reflective studies.

Practical Text Book Writing

The first book, written partly for this project, but one that was asked for by those training potential examination candidates, 'How to Pass the Diploma in Driving Instruction', is in fact a Sixth module extending the series of five modules based around the Diploma in Driving Instruction. DIA Publishing commissioned the book and published it in 1999. It is intended as a guide to all those instructors who wish to take the five modules of the AEB Diploma examination but who may not have access to professional training courses at local colleges. It has been exceptionally well received by tutors and candidates alike.

Making use of other Research methods (Accessing information)

The most effective methods are the most predictable. I have made full use of my Southampton City and University libraries, first of all to look at anything that had in its title the words research, doctorates, study and so on. But I also found that other places had resource material useful to me, which included the Associated Examining Board, the Driving Standards Agency and a number of former chief driving examiners, one or two of whom are still around.

Within the DIA we also have the services of one retired Chief Driving Examiner and two former Deputy Chief Driving Examiners; one is currently working with us at the Driving Instructors Association, supervising the working of the DIAMond Advanced Motorists Driving Test; the other two are personal friends who are always at the end of a telephone when needed. One or other of these two may well be ideally placed, and willing, to take up some senior role in whatever

agency results from this project's investigations. Whilst anecdotal evidence is always suspect, there is considerable gain to be achieved when you hear this from those who have so obviously succeeded in their efforts, and whose background knowledge is encyclopaedic.

I have had constant access to an enormous range of training course material; much of which has been produced by myself, either for my own company use, or for DIA and other organisations. However they have been proven in practice. These courses have invariably been written to assist other instructors to gain higher or further qualifications. Not only have the courses themselves proved to be productive, I have also made full use of the comments and reactions made by those who have attended on some of the courses. In every possible case I have asked them further questions and naturally every course has been altered both in the manner in which it has been presented, but also in the way it has affected future courses. Naturally I have always made use of whatever additional input I can find from any reputable and knowledgeable source.

Much of this material is already destined to become part of the initial library source of whatever agency is created when this project concludes. The potential for this, especially when added to other material supplied by those heavily concerned in this form of CPD, will provide a unique 'One-stop shop' for a national archive of driver education and road safety training material. Shelf and computer space has already been made available

Attending Conferences

Conferences – especially those considered to be 'training' conferences – are excellent ways of reinforcing learning, and to enable attendees to gather at first hand suitable research study material. Questions that require a simple show of hands to answer usually give presenters material for much more work, and the impetus to push forward the potential for further research.

Examinations

As a teacher, a driving instructor, a writer and an examiner for the AQA/AEB, I have always been examination orientated. Every test or examination is used not only as a form of validation for a present course; but also as part of the evaluation system that is essential before the next course and the next examination can be prepared.

From the point of view of some one taking formal examinations, perhaps for the first time in more than twenty years, I write regular articles in national magazines offering guidance. This project has probably made me even more aware of the challenges facing examination candidates, and I can emphasise with all of them.

Intellectual

As a teacher and as a student; and as a mentor and a mentee, I have always considered myself a critical thinker. Critical analysis of what others have done before, what I am doing now, and what effect it has on what others will do afterwards is a standard sequence in my teaching and learning planning cycle.

As an example, to many driving instructors the worst kind of pupil that they can ever have is the one who is a professional in another field. Doctors, nurses, teachers and lawyers all present difficulties to them in their learning. This is because many instructors only have one method of teaching:

They read the road ahead of them, work out what is about to happen, and then say, *"This is what you are to do; listen to me; now you do it just like I am telling you, and it will be all you need to do."*

Such instructors are not teaching their clients to drive; they are teaching them to cope with a series of disjointed situations. There is very little transferred learning taking place because of the speed at which things happen.

These instructors prefer to teach solely by rote and repetition, and the reason they feel they have to do this is that whilst the car is travelling along the road at 30 mph there can be no room for argument about the correct action or reaction at that moment in time. This is true in some ways. But when instructors are properly trained, they need to be convinced that many of their pupils, especially those with higher intellect (not necessarily more intelligent), because these have been trained to think for themselves, are unlikely to want to learn in the above manner. More to the point brighter pupils will want to ask questions – or debate the instructor's selected method – at the wrong moment, such as when they are in heavy traffic or half way across a road junction.

One way round this challenge, as an example, is to explain to these learner drivers there are many ways to do things. But quite often there is only one correct way for one particular circumstance. Imagine the intention is for them to learn how to turn the car round in the road; there are a number of ways this can be done. They need to be shown someone doing it, or by diagrams in the book, or by example or demonstration, and then it is suggested that they decide for themselves what method they choose. They are then allowed to learn how to do it in that particular way and successfully demonstrate their capabilities.

Pupils who like to think things through need to be involved in the learning processes. But thinking pupils make thinking drivers. Drivers who think about what they are doing are safer than those who have been taught to carry out actions without thinking.

Listening

The essential skill of listening is to understand what is being said and to adapt your previous thoughts by what is heard. Listening is a teaching skill that is essential if learning is to take place. It worth remembering that many pupils are not effective speakers, and the skill is to hear the intentions behind the spoken word. Unless the teacher hears what is really meant, as well as the actual words used, validation is valueless.

Memory

I often quote in my teacher training courses that "some teachers have twenty-years experience; others have had the same year's experience every year for twenty years". The use of memory in research and teaching is to use prior knowledge to avoid repetition of mistakes and to build on prior experience. This can be much easier to state than it is to enforce. Since starting this project I am even more aware of the inherent danger of continuing the same quotes (as above) in following courses. As I become older I become more aware that memory is a potential liar too; and often requires confirmatory action.

Oral presentations

Just as it is important to hear properly it is equally important to listen to what you say yourself. Speaking off the cuff has the potential to give as many false impressions as not listening. Correct choice of words and valid examples are essential especially when broadcasting or speaking to conferences or classes.

In all oral presentations it is still much safer to rely on good preparation beforehand.

Private study

The purpose of private study is to gain further knowledge; the methods employed make this a valid form of research programming. It is essential to learn to read effectively through scanning and skim reading. Validation of reading methods is shown by the retention in memory of essential material after a reasonable time. However the skill of use of private study is in the discovery of valid works.

Qualifications

Examinations and the qualifications gained from them are only as good as the value placed on them by others. There we have seen the essential need to evaluate and validate all training opportunities with regard to the value placed on them by others. One of the desirable qualities of a professional body is that entrance to it is restricted by examination and qualification.

Questioning

The use of questioning as a teaching and learning technique cannot be over emphasised. Making use of questions makes use of the pupils' mental faculties and is an ideal way to involve clients in the learning processes. Adroit use of questions identifies and teases out necessary details and understanding

Reading

Reading has always been my prime private pre-occupation. I read all the time that I am not sleeping or driving or writing on a computer. I cannot watch television without having a book to take my attention away from it. The art of successful and skilful reading is to scan, skim through to find the detail, and to file away in memory anything that may become useful at any time in the future.

This pre-occupation with reading has also changed my reading habits from those of someone who reads anything, ranging from corn flake packets to recent autobiographies; to someone who has actively searched bookshelves for anything with the words 'research', 'study', 'professional', 'development'; 'driving', 'education' or 'training' in the titles. More than that I have allowed my research to look at other students' works to see what guidelines or help I could find. I have not only read, I have re-read, and in doing so I have reinforced my own perceived knowledge by confirmation and expansion.

Revision

The real purpose of revision is to make effective use of memory techniques and links so that single cues can bring back whole pages of previous work and practical experience to usable recall.

Talking

As a professional 'wordsmith' I spend my life listening and talking to others. I talk face to face, on the phone, at conferences, meetings and discussion groups; and in the classroom. I am even starting to talk on the internet using videophones.

The essential parts of talking are two-fold. Listen first, during and afterwards; and then think about the message you need to convey. Perhaps this can be summed up under the old army instructors' adage: say what you are going to say; say it; then say what you said.

Training courses

With all training courses, the first thoughts are always 'who is attending and what do they want, need and desire to get from the course?' This is followed by the need to plan. My precept ever since I began running teacher training courses, has been 'If you hope to teach John Latin, you need to know a little Latin and a lot about John'.

My experience in feedback from various colleagues who are taking NCWBLP courses has convinced me of the need for early and continuing seminars, outside of the university regime, concentrating on the need to assist those who have been away from the higher echelons of learning, or indeed have had no formal teaching at higher level at all. The initial need is to explain and expand on the ways that self-help through self-reappraisal can be a means of assisting with their learning. I have found that the students are quite capable of carrying their studies to a fruitful conclusion; but their expectations of help from academic sources are too high.

Writing Letters

Letters need to be written with a great deal of thought. Time needs to be taken over the content. Think of the reader, think of the purpose and think through your tactics; then think of the reader once again.

Figure 9

The Original Ladder of Success

Ladder of Success for Driving Instructors

How far are you up the ladder?

THE 1987 DIPLOMA IN DRIVING INSTRUCTION EXAMINATIONS

NDAV has the time to make your arrangements to enter for the Summer 1997 examinations. The Diploma in Driving Instruction is a series of five modules covering the following areas:

- Module I (1996/1) Legal, Regulatory and Legislation
- Module II (1996/2) Management, Practice and Procedures
- Module III (1996/3) Vehicle Maintenance and Mechanical Principles
- Module IV (1996/4) Driving Theory, Skills and Procedures
- Module V (1996/5) Teaching, Practice and Procedures

The examination dates are as follows:

- Module I: Thursday 20th April 1997 am
- Module II: Thursday 24th April 1997 pm
- Module III: Wednesday 20th April 1997 am
- Module IV: Wednesday 20th April 1997 pm
- Module V: Thursday 24th April 1997 am

For more information, contact NDAV at 01223 311111 or visit our website at www.ndav.co.uk

Useful Addresses

Driving Instructors

DAI, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

These options cover a whole range of qualifications and skills. In DIA's trade magazine 'Driving' I wrote an article in 1988, and up-dated it in 1997 which summarised professional potential in the form of a ladder of success which instructors could climb in order to better themselves.

Later, as it was realised that not all instructors would want to follow a straight ahead route and, as more options for additional skills and qualifications became available, this ladder was changed to a pyramid. This had a very broad base, covering all who were interested in road safety and driver education generally.

Writing Training Programmes

Almost every training programme I have ever written has been based on the simple tenets of 'looking further ahead and planning better for what you have seen'. But each programme I have written, or prepared, has been re-written for every new version of that course. Every course may look the same, but every course is unique – for that particular group of students.

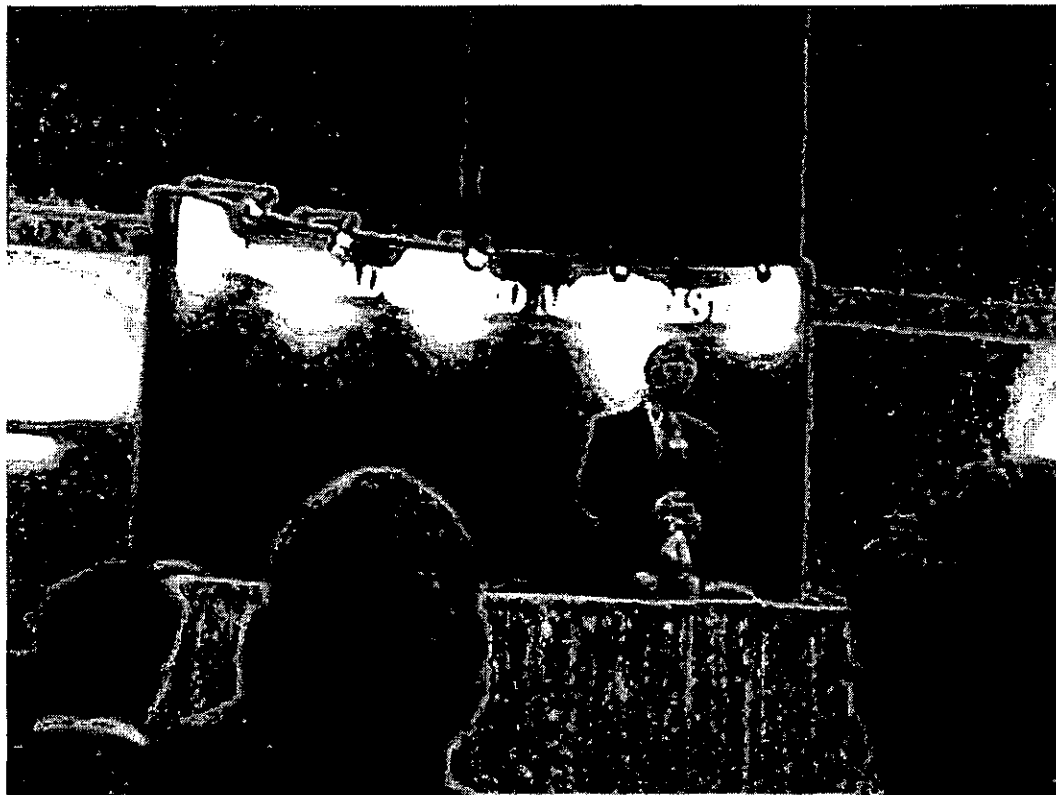
Written presentations

Before you can write you must see and read. Read assiduously. Presentations cover a whole range of activities: books, magazine articles, letters, advertisements and report writing. Of these report writing is probably one of the most important for students. Whilst you are studying, everything you take part in

has potential. One problem with this is the fact that many older people's memory-decay is such that unless they make instant written records of their activities, the detail may become lost. Written presentations also need considerable revision, always bearing in mind the next reader's needs and desires.

Figure 10

DSA Approval of Advanced Driver Training



Trevor Wedge, DSA Assistant Chief Driving Examiner, announcing to the DIAMond Advanced Examiners' Training Conference, in March 2000, that the DIAMond Advanced Motorists test has been approved by the DSA

Various Training courses have been written and presented specifically geared towards encouraging more CPD for instructors.

Instruction books and Training material have been written – and others are in preparation – giving specific guidance on how to prepare these and other examinations and qualifications. There is also a perceived need for written support material for degree course students, but this is for the future.

A whole range of **short-term training courses** has been produced both for the DIA, as well as within my own company, to meet the needs of those who wish to acquire more skills and qualifications. The courses cover practical training potential and higher academic qualifications.



The most popular of these include four separate but similar higher-level courses.

- **Classroom Management;**
- **Instructor Trainer;**
- **Corporate Trainer; and**
- **Advanced Driving Examiner courses.**

All of the above short-term courses are validated by the DSA as independent external verifiers.

Figure 11

DIA Encouragement to members to take CPD

<p style="text-align: center;">DIA QUALITY ASSURANCE</p> <div style="display: flex; align-items: center;">  <p>No matter what qualifications you have achieved or how well you teach, your business will need to establish its credibility. BS EN ISO 9001 quality assurance can be obtained at budget rates. This will enable members' businesses to be fully accepted on a par with the best in any industry, irrespective of the size of the business.</p> </div> <p style="text-align: center;">BUSINESS AND TEACHING AIDS</p> <p>DIA Mail Order stocks a comprehensive range of professional business and teaching aids, with special membership discounts on most items. DIA Mail Order is a 'one stop shop' for the busy professional.</p> <p style="text-align: center;">HIGHER QUALIFICATIONS</p> <div style="display: flex; align-items: center;">  <p>The DIA provides opportunities for ADIs to take further and higher qualifications to improve their status. These include the Diploma in Driving Instruction (Dip. DI) and the DIAMOND Advanced Instructor qualification. Resource material and home study workbooks are available from the DIA Mail Order department. These qualifications can lead on to a Bachelor of Arts or Science degree in Driver Education. Masters and Doctorate qualifications can also be achieved by further study and research.</p> </div> <p style="text-align: center;">MORE BUSINESS</p> <p>The DIA has new pupil introduction schemes and strongly advocates post-test training in both corporate and vocational sectors. It promotes Pass Plus and the DIAMOND Advanced Motorists Test as additional training opportunities for all members' customers.</p>	<p>This is an extract from the Driving Instructors Association's joining brochure.</p> <p>All DIA members are encouraged to take additional training courses and gain extra higher and further qualifications as part of their own Continuous Professional Development programme.</p>
---	---

Distance Learning packages for a number of courses are being planned. There is a growing need for a Library or research and resource material that will be capable of being accessed physically, by post, by telephone, by fax and through the Internet. This project, and others which have been completed by myself and other instructors will become essential elements of this.

National and International Interest

Additional interest and various levels of involvement have been confirmed through external contacts, both nationally and internationally. These are generally through our membership of the **I.V.V. (The International Association for Driver Education)**.

During the past four years we have received and given mutual assistance to the **University of Berlin** (Professor Adolf-Eugen Bongard) and also the **University of Groningen**, Holland (Professor Peter Lourens) both of whom are heavily involved in similar programmes of investigation into driver training and testing.

At these various I.V.V. meetings considerable discussion on related matters takes place with representatives of many driver training and testing organisations, transport ministries and universities from countries as diverse as **New Zealand, The Republic of South Africa, The United States, Canada, Mexico and Japan.**

On a recent visit, by invitation, to the **Czech Republic** I made presentations to Ing. Karel Holl, President of the DEKRA-USMD, the Czech Driver and Road User Department; and later in the same week to Board members of the Total Oil, Company, Europe, at their offices in Prague.

On behalf of the Driving Instructors Association, and in my role as chairman of its General Purposes Committee, we have also been working in close liaison with the **University for Industry (Ufi)**, and we have been looking at ways through the development of **National Vocational Qualifications level 3 (NVQs)** to extend the availability of additional qualifications and support material to working driving instructors and examiners. Whilst there is no productive or practical result yet made with these, the potential exists to take on board any changes that may be made.

We have also established contact with **Loughborough University**, which is carrying out a series of research programmes into driver error, through their investigations and studies with relation to sleep patterns as a factor in accident causation.

In November 1999 I was asked to make a presentation of this D.Prof project to the **Institute of Master Tutors of Drivers (IMTD)**, at their regular quarterly meeting. As a number of members and fellows of this Institute are actively involved in furthering their own qualifications, the Institute itself agreed that it would be willing to become involved in furthering the aims of whatever future agencies are formed to promote CPD in the industry.

Consequent to this presentation I was asked to write to them to request they put a motion forward to become more involved in extending CPD and this project. This has now been done. (March 2000).

Figure 12

International recognition for CPD world wide



The writer, chairing a sub-committee meeting of the International Association for Driver Education (I.V.V.) in Beaune, France 23rd May 1998.

He is flanked by Joseph Pauswinski, Vice President of the Driving Schools Associations of the Americas, Zoe Willow, I.V.V. Rapporteur and Kathy Clausen, Treasurer of the DSAA.

The Driving Schools Associations of the Americas (DSAA) actively supports the work of gaining professional status for all who are engaged in road safety education.

The International Association for Driver Education (I.V.V.) holds biennial conferences around the world with delegates from more than thirty nations in attendance. Although initially founded jointly by Britain and Germany in 1957, the present British influence in the I.V.V. is apparent from the fact that English is the accepted language of the Association and the offices are based in Croydon, England. The I.V.V.'s president is British, the two vice-presidents are French and American, and its general secretary is Austrian.

The I.V.V. was formed as a means of making and maintaining contact between the various driver training organisations across the world. It has an examining equivalent (CIECA, the International Association of Driving Test Organisations) with which mutual exchange facilities are regularly maintained. I have represented British driving instructors at many of these joint meetings since 1972. On a number of occasions, most notably between 1988 and 1999, together with the DSA's Registrar of ADIs, we represented both instructors and government at meetings with other European Community representative members on commonality issues. Ongoing talks on Advanced Driver Training with the European Union Traffic Commission and CIECA are currently taking place in Brussels and Dresden (2000-2002) at which I am one of two UK driver training representatives.

British driving and testing standards are considered higher than most others in Europe, but quite often other countries have a different approach to driver training from which we may be able to learn. It is hoped that by discussing the various methods used by other countries, common – and higher – standards can be adopted nationally, in Europe and internationally.

Training workshops for Universal Driver Training's own instructional staff: These are usually held at our offices in Camberley, Surrey and at other venues.

These training programmes are a regular feature of our company business-training programme. Each large-scale contract that is obtained usually requires a specific training programme to be prepared to meet that company's specific

needs. These needs are then met through up-dating training courses run by UDT for all of our staff involved. We also hold regular up-dating courses for all our staff.

At the end of one recent 25-minute in service training period, the reporters gave a summary of their team's answers to each of these three subject questions.

The questions posed were:

“What are the changes most likely to face drivers in the next ten years?”

“What are the problems facing ADIs who wish to take college style formal examinations?”

“How can professional driver training help to encourage corporate and fleet drivers to think ‘ecological driving’?”

The answers provided by the teams did not produce any real surprises, but what they did do, was to focus the attention of each of the team members on the roles they faced as professional driving instructors in a changing market place. The fact that they themselves had produced the answers – and thereby directed the actions of the rest of that programme gave the answers greater credibility than if they had been produced by a conference speaker. The answers provided also helped focus their attention on the needs for, and benefits of, higher and further qualifications.

From a business point of view the discussion also enabled UDT management to confirm that correct application of our own training programmes was not only being given, but also that the instructors involved in the training programme believed in them. There is a side benefit too that enables fine tuning of any programmes to be carried out, with suitable praise given to the teams for producing these ideas which have proved so invaluable. This is not false or token praise at all; but a genuine respect for the views expressed.

Naturally as a company we always ask for full critical reports by course members on what they think about the training received from our staff. This feedback is essential to proper evaluation and validation.

Various methods of making contact with instructors have been used, including the following:

I write regular bi-monthly columns in each of two national driving instructor's magazines

- **DRIVING SCHOOL NEWS** (bi-monthly) and
- **PDI News** (published in alternate months to the above. Since September 2000 these have been merged into the **adiNEWS**, which reaches all new instructors and subscribing ADIs)

as well as monthly articles in

- **Driving , Driving Instructor, and**
- **The Master Tutor** and a number of road safety magazines.

In these articles I try to spread the gospel of CPD as my standard practice and a guide for them to follow. However, and more importantly, I try to 'sell' the idea that any magazine article is an invitation to take part by responding.

A secondary benefit to myself is that this style and method of making written contact also enables me to keep in touch with the actual day-to-day problems that beset new and less experienced driving instructors. They are indeed ripe material for spreading the principles of continuing their own professional development. As a side benefit, the fact that so many of the newly qualified instructors write to magazines asking how they can improve their standing in the industry is an excellent way to encourage more experienced colleagues to keep up to scratch too.

In chapter five I intend to develop the various conclusions that I have reached in past five year's investigation and research into the potential for increasing CPD in the driver training industry.

As part of my studies I was invited to produce the following definitive summary of the various identifiable qualifications which are currently available for ADIs and to suggest a points and level grading against each one for university degree course potential.

Figure 13

CPD Credit Points for additional Qualifications

DRIVING INSTRUCTORS WITH	CREDIT AND	LEVEL
For the Middlesex University N.C.W.B.L.P. accreditation scheme		
QUALIFICATIONS	CREDIT POINTS	LEVEL
Banstead Mobility Registered Instructor 3 day intensive covering disability and driving, licence requirements, vehicle adaptations *Can be a C&G7307 option	10	1
Cardington Special Test — Driving Standards Agency Practice lessons for several weeks, assessed by 90 minute drive • part of the DIAMond Adv. Instructor Award • higher than the ROSPA Advanced driving test at gold	20	1
City & Guilds 0481 Certificate in Road User Studies	10	1
City & Guilds 7307 (Teaching Certificate) 1 year, half day course • Similar to DIA Registered Classroom Teacher • can include options eg. Banstead course	60	2
Department of Transport Approved Driving Instructor Basic driving instructors' award grades 4,5 & 6. Gradings do not carry any additional educational merit	Under-pinning	
DSA Driving Examiner All examiners hold the Cardington qualification with additional modules in testing of different vehicle categories.	30	1
DSA Official Register of Driving Instructor Training (ORDIT) Certificate of Registration	10	1
DIA Corporate Driver Improvement Trainers Qualification Four day intensive with 3 examinations, mentoring assessing and classroom presentation Similar to the RoSPA Dip in Adv Driving Instruction	5	2

DIA Registered Classroom Teacher • similar to a part of the C&G 7307	5	2
DIAMond Advanced Examiner Three days intensive on examining advanced driving	5	2
DIAMond Advanced Instructors Certificate awards • awarded on completion of the Cardington test and the Dip D1, and signing the DIA code of conduct. These items are awarded individually	See other	
DIAMond Advanced Motorist Certificate pinning This is at the same level as RoSPA Advanced Motorists Tests	Under-	
DIA Quality Assured School BS EN ISO 9001 This is identical to BS and ISO Quality Assurance.	10	1
Diploma in Driving Instruction Five examined modules on the accepted range of driver education knowledge requirements. Module I = Legal requirements; Module II = Business practices Module III = Vehicle Mechanics Module IV = Road Safety Principles Module V = Classroom teaching principles	50	1
An additional (2,000 word) essay is required to raise the Credit Point Rating to	10	2
Diploma of Merit (British Chauffeurs Guild)	Under- pinning	
Institute of Advanced Motorists Certificate	Under- pinning	
NVQ Driving Instructor Level Three Not Yet Available; but announcement due early summer 2002	anticipated value 5	1
NVQ Training and Development (level 3) D32 and D33 are still awaiting accreditation providing their training effects on DI NVQ practice are shown	as above 10	
1		
Police Driving Instructor Courses and Grades Six weeks full time (Class One Driver) I (Class "One A" = Class One Driving Instructor) 1 Classes two, three or four, have no greater merit than holding a driving licence	5 10	

The Driving Instructors Association has put the following suggested table for discussion with the DSA with regard to credit for lower levels of acceptable CPD.

PROPOSED CONFERENCE ATTENDANCE CREDIT POINTS SYSTEM

Figure 14

CPD Credit for Attendance at Training Conferences

Proposals for the National Associations & DSA CPD Working Party - Spring 2002 Continuing Professional Development Accreditation points		
SUMMARY OF CPD CREDIT FOR ADIs ATTENDING NATIONAL, DSA or LOCAL ASSOCIATION TRAINING CONFERENCES with amount of proposed CPD with Credit levels and points		
CONFERENCE OR TRAINING PROGRAMMES	CREDIT POINTS	LEVEL
SATISFACTORY ATTENDANCE AT:		
Cardington Two-day Accredited Training Conference (Organised and accredited by DSA)	5	1
Two-day Registered and Accredited Training Conference (Organised by National Association - accredited by DSA)	4	1
One-day Registered and Accredited Training Conference (Organised by National Association - accredited by DSA)	2	1
Half-day or evening Training Seminar (minimum 3 ½ Hours) (Organised by Local or National Association - accredited by DSA)	1	1
Distance-Learning Training for post-graduate qualification (Training at not less than eight hours per month over any period of six months)	5	2
Distance-Learning Training for any accredited qualification (Training at not less than eight hours per month over any period of six months)	5	1
(Credit points for training programmes will be credited against full qualification)		

(Source Russell 2001)

A few Case Studies have been investigated, and currently include:

Figure 15

Feedback from ADIs currently taking degree courses

Two colleagues who have successfully gained first degrees have taken the next step of signing on for MA/MSc courses. Initially my involvement was minimal; but now that they have committed themselves I have been asked to provide considerable practical support to them both. At this stage we are not sure if a traditional Masters programme will suit them best, or whether to approach the Masters/Doctors programme in Professional Studies. Options are still being left open. I also hope to utilise their services helping other students at a later date. All of them have agreed in principle.

They are now both committed to taking either an MA/MSc or possibly a Masters in Professional Studies degree, subject to external factors. Their own views are that as it is some time since they took their first degrees, they will need considerable help (more than is normally available) to get started. There is no doubt that the whole range of degree potential for ADIs has received a tremendous boost. This is not because of my own progress, but because so many other instructors are wanting to do it too.

- Seven ADIs are currently working towards their BA and BSc qualifications through the NCWBLP system.

In these cases I note that although they began their Middlesex courses with good heart and fixed intentions they each appear to have lost their way somewhat. In one case I am giving practical 'tutorial' experience and guidance on the phone and via email and the post. In another case I have been instrumental in listening through some of the problems face-to-face and have allowed the student to find his own way forward, simply by listening and encouraging him to talk the problems through to a conclusion. In the third case I have given the student some practical suggestions on research programming. Each of the three has a disparate problem – however there are a number of generalisations that may be addressed later – but there is potential for some form of written guidance which will be of benefit to other students in similar situations.

Two of them had taken a break from the studies but are now well-intentioned towards getting back on stream again. They are almost ready to enter the stages of their final semester and need considerable feedback advice, tutorials and mentoring. All have been through the wall of the 'giving-up barrier' and are now ready and able to continue the final stages.

What has concerned me most about these mini case studies is that I find the same message coming through from all of them, regardless of their level of study. Most degree candidates are desperately in need of help. This is not just help with their studies; they urgently need someone to mentor them, or someone just to hold their hand when times are rough. Perhaps it is because they have been a long time away from personal studying at any high level, or it may be that they are not able to identify their own pathways and routes to success; but in each case a lesser or greater degree of counselling is needed. I find that as instead of being an ethno-graphic researcher, I find myself taking on the role of counsellor, tutor and mentor to many of them. The reasons for this are predictable and yet acceptable. Many of these students often tell me that I am the cause of them wanting to begin, therefore when they hit their own brick wall they see me as the person who may be able to show them where they can find the metaphorical ladder.

One serious caveat made during some of these studies has been the very valid complaint made by almost all the degree course students with whom the project and the potential for greater expansion of the degree programme was discussed. This is that there is an urgent, and possibly essential, need for an appraisal of the distance learning system which currently exists. Although mature students should expect to be able to work on their own, there is no doubt that many have been badly served by poor response times and lack of effective feedback. Two solutions are needed. One is for the DIA (and others) to make available specialised seminars and group tutorials for degree students; secondly the NCWBLP will need to address the complaints made concerning support. This latter is also identified in Appendix Four of this project. However there is nothing in the complaints that cannot be readily resolved. Following on from the results of these surveys a meeting has been arranged with the Director of the NCWBLP to resolve the simpler administrative problems and to investigate ways in which academic support solutions can be found.

The results of these surveys and my research in general have also indicated that there is still a need for a system of gaining credit points by all instructors, not just those who are examination and qualification oriented. The answer to this has been indicated by the Driving Standards Agency, in that they have intimated as an alternative to additional qualifications and training, they would be willing to accept some form of CPD credit by satisfactory attendance at short-term training conferences.

Over the past seven years the DIA has given the matter considerable thought; and discussions both with committees and with ordinary members have shown that this could be a viable form of accreditation. To this end a proposed form of measurement of satisfactory attendance at national and local training conferences could be agreed.

Steps will need to be taken in the very short term with regard to the allocation of credit points which can be measured against any DSA requirements for CPD to be taken into account when four-yearly re-registration takes place (see Figure 14).

As this doctorate project nears completion the industry organisations were eventually given sight of parts of the completed research study Report in the State of Driving Instructors (Ross-Silcock 2001).

Ross-Silcock were originally commissioned to make a study of the ways in which driver training is conducted; and then to recommend any changes that may benefit learner drivers and the Driving Standards Agency.

This report is of especial interest to me, as many of the matters covered by the research of Ross and Silcock have paralleled those of this writer. Ross-Silcock proposed that the following suggested topics for additional research by the DSA are of interest. However I feel that the greatest benefit to instructors would be for many of these recommendations to be extended in separate independent research projects by students taking various Middlesex Degree courses or other courses, either singly or jointly.

The potential for research is for ever-extending, and one of the best things that I see about this is that this new research can be carried out by those who are at the sharp end of the business of road safety and driver training.

Figure 16

Extract from ROSS SILCOCK Report: DSA Report in the State of Driving Instructors	Final conclusions
<p>Item 17. TOPICS FOR FURTHER RESEARCH AND DEVELOPMENT</p> <p>17.1. Introduction 17.1.1. As with all research projects there are many issues that it was not possible to pursue in depth during the time available and within the project budget. Some of these relate specifically to the evaluation of proposals made elsewhere in this report, others are issues which we were unable to pursue.</p> <p>17.2. Monitoring Change 17.2.1. Wherever we have recommended changes to the system the impact should be carefully monitored to assess whether it is having the desired impact. To achieve this will be more straightforward if the ADI database is substantially improved, as recommended earlier in this report.</p> <p>17.3. Theory Examination 17.3.1. Compare results over the next few months to establish the impact, if any, of the introduction of computerisation of the exam, 17.3.2. Development of a more extensive question bank and questions on new topics will require careful study and piloting to ensure consistency of standards. 17.3.3. If proposals to introduce hazard perception into the practical driving test for learners are introduced, then parallel hazard perception testing should be considered for introduced into the ADI theory exam.</p> <p>17.4. Eyesight Test 17.4.1. Review the (limited) data available relating to crashes involving ADIs and their pupils, to examine whether there is any evidence to suggest poor eyesight is a contributory factor.</p> <p>17.5. Driving Test - Part II 17.5.1. Examine whether there is any link between performance in the Part II practical driving test and subsequent performance as an ADI. 17.5.2. If the above suggests a positive correlation, then consider introducing a driving demonstration element into the Check Test in order to maintain high standards of driving.</p> <p>Ends.</p>	

(Source DSA 2001))

Revisiting my own Reflective Methodology.

During the length of this project I have had need to examine and try to address more closely some of the weakness and gaps that have been identified. For example the potential for National Vocational Qualifications for the driver training industry has reached a stalemate. There is still strong need to re-appraise the situation and agree what changes can be made to what was originally a very rigid system of assessment criteria. If ADIs do not fit into an existing NVQ package, it may be better to change the system to suit, than to attempt to change the ways in which ADIs perceive their teaching and business methods. Although there has been no movement at all towards NVQs in driver education, there still remains the potential – and a vocational assessment gap in the educational market place.

Similarly, in view of adverse comments made by a number of Middlesex University's NCWBLP degree candidates (as shown in figure 8), I requested an interview with the Director of the NCWBLP to discuss ways around the perceived concerns of the students. Much of this concern related to administrative matters; the Director agreed that this was solely encountered by students on driver education programmes. Fortunately he accepted the various comments that had been made and confirmed that changes in the administration will also take into account the requests for better tutorial assistance. This applied especially to requests for more prompt replies to their queries; some students found that they did not get sufficient and early feedback from their tutors. Both the administrative actions and tutorial support had been dramatically improved since the meeting with the Director.

In view of the growth of interest in schools of lifelong learning and education, there is no doubt that the potential for expansion for the involvement of ADIs and others in academic qualifications will increase considerably in the next few years. As more ADIs demonstrate their academic abilities in the form of recognised degrees in their own specific subject, so many more will be encouraged to follow suit. During the discussions with the Director I was able to confirm that there is a mutual benefit for greater involvement by the DIA in the growth of training seminars and group tutorials for degree and diploma students. These could be arranged by the DIA on national or local bases; they could also be offered with the added involvement of the NCWBLP and others.

During the research into this project I have identified an enormous wealth of information with regard to the amount of CPD potential available. Some of these will be developed in the final chapter giving the conclusions that have been reached. But others, including many items in the Ross-Silcock report (figure 16 above), will lend themselves to much further research and development by other instructors or examiners who may wish to extend their own study portfolio. These are ideal potential subjects for research projects in the future.

The conclusions that have been reached are, of necessity, only applicable at the time of writing. There is no doubt that the whole subject of Continuing Professional Development has become of greater interest to the driver training industry in the past two years than it had ever been before.

This interest may be partly due to government pressures on all service industries and professions as part of their claims for value for money and business and public accountability; but most of the interest that I became aware of during my research and study showed that it was at the grass-roots level of those instructors who wish to improve their own educational qualifications and academic skills who will lead the way.

Nevertheless it is important to remember that not all ADIs will want to take this path and there is a genuine need for CPD opportunities to be made available at all levels.

Chapter Five

Initial Project Findings

To become a professionally registered approved driving instructor (ADI), there are entry barriers through examination that are based on practical demonstrations of driving skills and knowledge and assessment of teaching ability. The Driving Standards Agency has a register of all qualified instructors, some of whom will have accepted the DSA voluntary code of conduct. However, both the Driving Instructors' Trade Associations offer more than a register of members' names; their members are required to agree to abide by their own codes of conduct. To remain competitive in the business world the more professional instructors use strategic planning systems (even if they do not call them that) in order to expand their boundaries of expertise and knowledge). However they still need help. This chapter tries to show some of this aid and how it can be best used.

Driver training industry trade associations offer various levels of additional education and training facilities and potential for growth; and some, especially the DIA, have repeatedly lobbied the DSA and members to recognise the value of continued professional development. Certainly the aim of all the professional ADI organisations, and some of their franchised operators, is always to offer quality of training and guarantees to the public who use instructors' services.

Most trade associations offer their members realistic guidance towards ways of proving and improving their own professionalism if they so desire. This has been achieved by continued negotiation with governments, universities, colleges, examining bodies and such public bodies as the Advertising Standards Authority and the Office of Fair Trading. However there is still a marked need to encourage and motivate instructors to take the first initial steps towards professional development. Experience has shown that once this first step has been taken the opportunities to continue are much more easily accepted.

What I have done by and through this project is to re-appraise the situation by re-tracing those steps I first noted at the very beginning of this project. I can now take a fresh look at each of the qualifications, examinations and roles that can be

played by professional driving instructors as they develop and extend their own personal CPD success.

Doctorate in Professional Studies Through University In Driver Education

Since its inception in 1997 there have been quite a number of students on the Middlesex University's Doctorate in Professional Studies programme, through the NCWBL; but I believe I am still the only one from the driver training and testing industry. Naturally anyone wishing to progress to this stage of their CPD will need to have gone through the most of the stages below. It is now just over four years since I began, and I would assume that any future students would need to allow for at least as similar period, or longer, to gain their doctorate.

The Doctorate in Professional Studies in Driver Education is gained on a straight pass or fail basis. It is awarded on the strength of written project, followed by a viva. The value of the project work is based on the total credit points needed. These need to total 260, but credit is given for prior work.

Prior to that, candidates need to claim for a Review and Accreditation of Prior and Work Based Learning, which meets level five descriptors. This is followed by a Learning agreement between the student, the university and a suitable agency or employer; coupled with a Programme planning and rationale. The written project must enhance the student's own and employers' capabilities in the field of driver education (training and or testing) to a high standard, so that they can be used in other fields of your professional work.

If I am able to prove that it is possible, if not easy, for professional driving instructors to achieve a doctorate in professional studies, in the driver training industry, then it is certainly my future intention to help future aspirants to reach this stage of their personal programme of CPD success. I anticipate this help being offered in a number of ways, first of all, and perhaps most importantly, through the opportunities for mentoring. Secondly help will be available through the Driving Instructors Association's offer to provide library and computer (www) availability. Future candidates for the D.Prof in driver education will certainly benefit from making use of the facilities offered to them through the DIA, the

Assessment and Qualifications Alliance and other organisations who have already offered their support.

Master of Professional Studies Through University
In Driver Education

The Master Professional Studies in Driver Education is similar to the above Doctorate, but the assessment is at level four rather than five. In addition to those who have already passed their Bachelor's programme, I believe there are three or four others who have applied to take a Masters degree. In view of the potential that exists they may be willing – or selected – to go down the Professional Studies path, rather than an Arts or Science route.

The requirements appear similar to that of the Doctorate, except that it is assessed at level four rather than level five. Those intending to take the Doctorate programme are required to sign up initially for this Master's degree and then may change over to the D Prof if and when they are considered suitable.

I am delighted that at least two of my professional colleagues, already holding first degrees, have intimated their intention to progress through to this stage as soon as they are able. I recognise, especially from my own experience of taking higher degrees whilst trying to earn a living with no financial or commercial support, some of the difficulties that they are likely to face. I believe that the DIA and those who support it would be able to help bridge some of those gaps.

Although the M Prof is similar in concept to the D Prof, my own view is that the amount of work involved in the M Prof is considerably lighter than the latter. Nevertheless, again from personal experience and observation, quite a large percentage of those who begin the joint D Prof / M Prof course may well choose to stop at the earlier level.

Master of Arts - Master of Science Through University
In Driver Education

The Masters degree whether in Arts or Science is gained through the NCWBLP in the same way of points accreditation that M Prof/D Prof and first degrees are taken. The choice of arts or science is left to the student who is also able to

select their own title for subject of their degree. Naturally this has to be acceptable through their learning agreement. Initially instructors may opt for this route instead of the M.Prof. However as I see the whole process of work-based learning and qualifications developing in future they may bypass the MA/MSc route and go directly for an M Prof. because many I have spoken to see the 'professional' status more suited to their perceived needs.

I know that three fellow-members of the Institute of Master Tutors of Driving are also actively planning their own programme of study, and have been offered support and assistance as required; and they too have offered their help to those others lower down the scale.

**Bachelor of Arts; Bachelor of Science
In Driver Education**

**Through University
and other routes**

First degrees, taken through Middlesex's NCWBLP, and through the Open University are apparently the common routes followed. I am not sure how many approved driving instructors are currently taking first-degree courses, but it is many more than I have guessed. However seventeen instructors have made contact with me during the past year asking for advice, mentoring or general support. Generally, these course programmes work on basic distance-learning principles where students attend occasional days at the university or college but do the bulk of their work at home, using the internet as the main conduit for tutorial contact and assessment

Students build up their credit balance until they have achieved enough points to be awarded their full degree for 240 points, or at Honours level for 360 points.

In January 2000, Middlesex University's NCWBLP published their programme regulations for individual negotiations of BA/BSc (Hons) in Work Based Learning Studies (Driver Education). The programme team devote considerable time and scholarship to the driver training segment of the NCWBLP and, I am certain that under this system of learning, students on these courses will make excellent progress to fulfil their personal professional ambitions.

The support and efforts of Middlesex University's school of lifelong learning and education cannot be overestimated. Although there is considerable change of

government support for continuing education and additional qualifications for all, this cannot be sustained without considerable practical support from academic organisations.

None of the above full degree courses and qualifications has been without teething troubles of course. Indeed the whole concept of university study and qualifications is outside the personal experience or aspirations of many who apply. There are considerable 'self-study and education' barriers to be overcome. Initially these apply in particular to the students' abilities to produce comprehensive and comprehensible report writing; however, a much more worrying factor, from a long term point of view, is the contact-gap that apparently exists in the minds of many of the students.

This is explored in outline below and in greater detail in Appendix Four, which was written by the author in response to the paper, by Thorne and Francis entitled "PHD AND PROFESSIONAL DOCTORATE EXPERIENCE" published in H E Review Vol 33, 2001. This paper is summarised below. (Figure 17).

Although this particular article (and my response) was tilted towards the Ph D and D Prof level, the challenges and concerns exposed probably apply to all degree students from the driver training industry.

Figure 17

Summary of a report published in Education Review No 3, 2001

PH.D. AND PROFESSIONAL DOCTORATE EXPERIENCE: the problematics of the National Qualifications Framework

Dr L E Thorne and Dr J C Francis

The growth of professional doctorates is challenging the traditional view of the PhD. This qualification was seen typically as a gateway to a career in academic or scientific work as a lecturer and/or researcher. In order to develop national standards in higher education, the QAA has proposed a set of descriptors for six levels of higher-education qualifications; HE Level 6 is for doctorates. The proposed HE6 descriptors assume that all doctoral programmes are homogeneous and are typified by the traditional doctoral programme, i.e. the PhD. It also assumes that PhD students are all at the same career position, typically graduates embarking on their academic and/or scientific career. By making these assumptions, the HE Level 6 descriptors deny the acceptability of a wide variety of professional doctorates, which have been increasingly available in recent years to senior professional workers. Using an ethno-methodological approach to analyse their own experiences of a PhD and a professional doctorate, the authors of this paper expose the limitations of the QAA descriptors. The results of this study have important implications for the development of doctoral pedagogy to take into account the different career positions presented by doctoral students.

University Certificates and Diplomas

Through University

In Driver Education

This is the lowest level at which Middlesex University and its national Centre for Work Based Learning Partnership is currently involved. Many instructors are prepared to take this path, before they are prepared to commit themselves to any longer course or commitment.

In the past six months alone I have spoken to many groups of instructors around the country on their potential to gain university certificates and diplomas. In March 2001 I spoke at length with the Chief Executive of the Driving Standards Agency, regarding the potential for driving examiners to gain their own university

qualifications. He agreed that there was potential and has passed the details on to the DSA's Chief Driving Examiner. Further discussions are planned with the DSA during the coming summer.

These certificate and diploma qualifications available to professional driving instructors, examiners and road safety officers should not present the same degrees of concern as they have been available at various levels and through other organisations for a reasonable period of time.

The following examinations and qualifications have all been taken by many professional driving instructors and examiners, in many cases for more than twenty years, by those who have seen the merit of extending their own CPD long before the words and the intentions became topical.

Advanced Driving Examiners {Through training and examinations
{ both in the industry and with the DSA.

There have been 'advanced driving examiners' for almost fifty years. However all of these have been 'unofficial' qualifications awarded by private organisations such as the Institute of Advanced Motorists (IAM) and the Royal Society for the Prevention of Accidents (RoSPA). Their examiners were often recruited from former Police Class One drivers. Police Class One drivers are indeed some of the best drivers in the country, but the classification does not take into account any teaching or assessment skills. Certainly for the early days no formal examiner training took place. Nowadays this has changed to take DSA requirements for recognition into account.

The only three courses which have received DSA approval are the DIAMOND Advanced Driving Examiners Training course; the Royal Society for the Prevention of Accidents (who normally use serving Police Class 1 drivers, but who additionally need to be ADIs); and the Institute of Advanced Motorists who generally prefer to use retired police officers for their examining staff

In addition to being ADIs, DIAMOND Examiners need first:
to have passed the AQA's advanced level theory examinations;
to have passed the Cardington Special driving test at grade A;

have signed the DIA's Code of Professional Practice; and then they can apply take a five-day full-time examining and assessment training course.

This course was devised in 1991, based on the Driving Standards Agency's own Driving Examiner Training Courses, adapted to advanced driving. The standard of acceptance for drivers taking this DIAMond Advanced Motorists' test is the same as is required for ADIs in their part two driving test (a maximum of six minor (driving) errors).

All DIAMond Examiner Courses have been run by former driving examiners who are now ADIs. A former DSA Deputy Chief Driving Examiner, who had been responsible for DSA driving examiner training, monitors the courses and regularly supervises DIAMond examiners whilst they are conducting tests. There are currently some 108 qualified DIAMond Advanced Driving Examiners in the UK and the Republic of Ireland.

Part of the ethos of the DIAMond advanced motorists' test is to provide a starting point for those drivers who might eventually wish to become instructors. Even those who do not take the test to this potential conclusion will find their driving greatly improved. They will have been trained and encouraged to think their way through their daily driving activities.

Advanced Driving Instructors	{Through training and examinations { both in the Industry and with the DSA
-------------------------------------	---

The subject of recognised Advanced driving instructors is currently being discussed by the Driving Standards Agency with all interested and consultative groups. It is hoped that some agreement with regard to an acceptable level may be made some time during this coming year.

DIAMond Advanced Driving Instructors are those who are members of the DIA, will have passed the AQA's advanced level theory examinations, have passed the Cardington Special driving test at grade A, and have signed the DIA's Code of Professional Practice. This standard has been accepted by the DSA as its benchmark. The Royal Society for the Prevention of Accidents, through its

RoSPA's Advanced Drivers Association, also has its own "RoSPA Diploma Course" which is on a similar level of acceptability.

Corporate Driver Trainers {Through training and DSA examinations
 { both in the Industry and through the DSA

Although we have been recruiting and training corporate trainers for my own Company (UDT) for more than eight years, it is only in the past three years that the Fleet Driving Initiative was commenced by the Driving Standards Agency on behalf of the then Secretary of State for the Environment, Transport and the Regions. Lord Whitty, at that time Minister for Roads and concurrently Health & Safety at Work, took personal charge of the initiative from the beginning and since then successive ministers have been kept aware of the progress of the DSA's initiative in fleet and corporate training.

As part of this initiative in 1999 the DIA commissioned a series of training courses for those instructors who were able, willing and qualified to take the course. The courses normally last for five days, candidates are independently examined and the course project has been externally moderated by the DSA and given their approval.

Course applicants must have passed the Diploma in Driving Instruction and the Cardington Special Driving Test at grade A. They must also show evidence of some form of classroom presentations skills training and certification. Registered Trainers for the National Driver Improvement Scheme may well be required to take a similar course and qualification in the near future. At the present time the two courses run in tandem as they both have very similar aims and objectives. The real difference is in the nature of their clients and with it the nature of the behavioural training involved.. Corporate clients are experienced drivers paid for by their employers and usually very willing partners. NDIS customers are not such keen volunteers; however taking training is a more viable option for them than gaining additional penalty points.

Instructor-Trainers

{Through training and DSA examinations
 { both in the Industry and with the DSA.

I have been actively involved in the business and vocation of training new instructors and the re-training of existing instructors since 1973. For part of this time (1976-80) I was training Director of the British School of Motoring (BSM), responsible for training up to 4,000 new instructors per year. I was also Training Officer (and General Secretary) to the National Joint Council for ADI Organisations from 1973-1977 which body was the first to work jointly with the (then) Department of Transport to set minimum standards for those who trained new instructors. In both of these cases my role was more concerned with the training and re-training of both instructor trainers and their tutors. Regrettably, at the time, these standards were only voluntary. It has taken a further 25 years to see the potential for compulsory registration and qualifications of those who train the trainers.

Subsequently, on behalf of the DIA, we planned the strategy for DSA Registered Driving Instructor Trainers in 1988-94 for the DIARTE (Driving Instructors Association's Register of Training Establishments). The DIA was later involved in the current revised standards of training imposed by ORDIT (the Official Register of Driving Instructor Training). Specific needs and qualifications for these instructors has yet to be confirmed, but will probably have similar, if parallel, qualifications to those required by Corporate or Fleet trainers.

Driving Examiners

DSA: by driving test, interview, selection and

training

Almost unlike any other form of educational examining those selected and trained as driving examiners are not required to have had any previous teaching experience of any kind. Examiners have been recruited, selected, trained and supervised by driving test and interview by the Driving Standards Agency and its predecessors since driving tests first began in June 1935.

Of recent years the DSA has stopped any recruitment of full-time driving examiners, and has concentrated on taking on part time "Contract Examiners"

only. This means that they are recruited as before but are only contracted to a day-by-day programme of work. This means they are only paid for days, or part days that they work. After an initial probationary year's employment and experience the DSA will only guarantee a few days work each month. Driving examiners who are employed for this job are not allowed to teach driving on days they are not testing. In some cases this has led to a great deal of difficulty for those examiners who have been recruited from ranks of working instructors.

A further problem arises in that a few existing full-time examiners may not take kindly to contract examiners being used for what they have regarded as their 'overtime' employment. Contract examiners, also feel badly done by, in that they are not paid when there are no tests available, and they have very limited pension or long term working prospects. However, in view of recent employment changes and decisions made by employment tribunals, even part-time staff are now entitled to full 'employed staff privileges'. It may be that the DSA will rethink their employment strategies as the implications of these changes are felt.

Diploma in Driving Instruction Examinations

Through the AQA/AEB written

The Associated Examining Board (AEB & AQA) has confirmed that it will be continuing the Diploma in Driving Instruction examinations for the next few years. However there have been two other significant changes. Two years ago the A.E.B. merged with other examining authorities to become the A.Q.A. (The Assessment and Qualifications Alliance). Subsequently steps are being considered to change the format of the examination, to bring it more into line with the requirements of the Qualifications and Curriculum Authority (QCA) who investigate and determine (and oversee) the approved testing methods in any field of education.

The DipDI examination currently consists of five by two-hour written papers, which may only be taken once each year in April or May. Plans are still being discussed to change the way the examination is conducted, but any changes will almost certainly not take effect until April or May in the year 2004 or 2005 or later. Details of part of this submission are shown in Appendix Three of this project

As well as with informal discussions between the AQA Awards Officer and myself as Chief Examiner, a number of meetings with the full awards committee and others have been held. Other national organisations, including the DSA and the NCWBLP, who have an interest in the potential for the examination as a pivotal stage of advancement in driver education, have also been included in these meetings.

It is hoped that any changes will be based around the mutual needs of the AQA, the candidates who take the test and also those authorities who may wish to use the examination for entry to degree programmes of study

Although there is no specific need for those taking the university degree path to progress to begin by taking the Diploma examinations, the Diploma certainly provides a simple, progressive and positive route. A factor which has been noted throughout this project has been that once instructors have been convinced of the merit of taking further and higher qualifications they are much more willing to take successive stages. One consistent comment that comes through all discussion on the diploma course and examinations is that it is not the final award of a certificate that is the greatest benefit to instructors, but the additional knowledge and self-assurance they have gained as a result of the studies.

Quality Assurance

Through Q.A. investigation procedures

Quality Assurance for the driver education industry can be achieved in a number of ways. These are similar in many ways to the DSA which has been awarded its own seal of approval 'The Charter mark' for its services to its customers. Driving Schools and individual instructors can take a number of paths to achieving Quality Assurance status (ISO 900-9002 and BS 5754). Perhaps the simplest path is to take it through the Driving Instructors Association path. DIA itself has not only been awarded full ISO and BS Quality Assurance status, it has published a training manual to assist all driving instructors to gain theirs too.

Many ADIs see Quality Assurance as something for larger companies only; but increasingly anyone who tenders for contracts at any level find that they are

asked for proof of their quality assurance as a demonstration of their commitment to their role as driver trainers.

Teaching Qualifications

Through T.T. colleges and other routes

Teaching qualifications for driving instructors can be gained in a variety of ways. In almost every case formal training lasting a minimum of two years part time study at a technical college or similar institution is essential. Candidates can gain Certificates in Education or Further Education that have been available for driving instructors for many years. Many driving instructors have taken them in order to teach their chosen subject in colleges and schools where youngsters are prepared for their practical lessons by theoretical training in the classroom. Some older instructors hold teaching certificates and diplomas from the times before Education degrees were awarded to successful teacher training courses.

A few instructors hold Bachelors of Education degrees, but these are usually people who entered the teaching profession and then moved on to take driving instructors' qualifications in their new career.

C&G Teaching Certificates C&G 730 and 7307 series written and practical examinations

The traditional path for 'teacher training' in the driver training and testing industry has often been through taking City & Guilds 7307 series Adult Teaching Certificate series of courses and examinations. These have been available through local colleges and also by distance learning through Worcestershire College of FE. For many years they were known as 'Trade Teaching Courses'. One drawback in them is quite often driving instructors are alone, or in a minority, on the course and it may not always have a driver training background.

National Vocational Qualifications Level 3 Through TRANSfED and NTOs

NVQs are still an area for debate in the driver training and testing industry. Whilst there are some authorities, such as the Bus and Coach Council who are still pressing for voluntary NVQs for all driver trainers and testers, there has been a marked reluctance in the car training industry for any take up. Qualified assessors (with D32 D33 certificates) who must also hold an NVQ in the same

industry themselves carry out the assessment. The assessments are carried out in the work place, and candidates are assessed in their abilities to match the necessary criteria laid down by the awarding body. At the moment these criteria are still under discussion (and have been for eight years). The writer is one of the committee still trying to agree what these criteria should be. The costs are quite high and it takes three to four months to receive the full assessment and allied certification.

Cardington Special Driving Test Through the DSA Driving Establishment

The Cardington Test is still available to all ADIs, and may well play a more significant role in the coming years as additional ADI qualifications for Instructor Training, Fleet and Corporate Training and Advanced Driver Examining are agreed with the DSA. The Cardington test is required for all who wish to become DIAMond Advanced Examiners or to take the DIA's own Corporate and NDIS Trainer's course.

Plans have been made to publish a driving instructors' guide to taking the Cardington test; but as changes may soon be made to the test these plans are currently on hold.

Approved Driving Instructors Grade 6 Through four-yearly DSA re-assessments

All car driving instructors are check tested at intervals, the grading given to them was originally only intended for internal use, so that Supervising Examiners could be given background details about any ADIs they became responsible for. Nowadays all instructors are told their grading. Grade six is the highest and is only achieved by about 14% of the ADI register.

Grade six instructors are perceived by their peers to be the best; however many of those who are already grade six are aware that there are many other paths open to them. These options are being extended by the various articles published in trade magazines; and also at national, regional and local driving instructor conferences and seminars. It is worth noting that those ADIs who are prepared to attend conferences and training seminars are also those most likely to want to take additional qualifications.

LGV & PCV Driving Instructors Voluntary training courses and examinations
Motor cycle Instructors (Expected to become mandatory 2001-3)

There is currently a voluntary Register of LGV instructors run by the DSA. The DSA has stated their intention to make this register compulsory within the next few years.

PCV instructors were to follow a similar path to that taken by LGV instructors. However the talks still being held with TRANSfED and GCNVQ mean that all suggestion of a separate register for PCV instructors is on hold.

Motor cycle instructors have a limited form of registration (voluntary in most respects) but there are authorised motor cycle training centres around the country which are approved and checked regularly by DSA staff. At least one motor cycle trainer must be qualified to DSA standards, and other instructors need to have been 'trained' by this DSA qualified instructor.

Road Safety Officers By selection and appointment – on the job training

RSOs are required in every town and city in the country. Not all RSOs are ADIs as many of them are not concerned with driving aspects of road safety. Nevertheless many RSOs are recruited each year and in most cases an ADI certificate and experience is essential. It is worth noting that Middlesex University has considerable experience of University Certificate courses for RSOs dating back twenty years.

It is often a condition that RSOs concerned with adult aspects of road safety are required to hold, or have held, Approved Driving Instructor qualifications.

MoD Qualified Testing Officers now known as
Defence Driving Examiners - DDE Through MOD selection, training and DSA testing at Cardington.

Whereas until a few years ago, any army officer or non commissioned officer could be appointed as a Qualified Testing Officer, these days all training for MoD QTOs or DDEs is now carried out under the auspices of the Cardington system. As part of the ongoing research programme for this doctoral project I was (14th April 2000) invited to make a return visit to the DST Leconfield (the Ministry of Defence Driving School, near Beverley, Yorkshire).

The theme of any future talks that I may give to them will be about C.P.D. generally, and the Middlesex university role specifically.

Grades 4 & 5 Instructors Through two-yearly re-assessments
(6 is highest; Grades 3, 2, and 1 are unacceptable)

All Approved Driving Instructors are required to be re-assessed whilst teaching a pupil at intervals. Those who fail to reach grade 4 are required to be re-tested as follows:- Grade 3 instructors are re-tested within three months;

Grade 2 are re-tested within two months;

Grade 1 are re-tested by an Assistant Chief Driving Examiner within one month at which time a decision is made to remove the instructor from the Register, or that improvement to grade 4 or higher has been made.

Failure to achieve grade 4 or higher means automatic removal from the ADI Register for a minimum of two years.

Although the majority of newly qualified driving instructors achieve grade 4 after passing (not counting those who fail their first six month E test) they would normally expect to achieve grade 5 soon afterwards. The recent DETR initiative to improve driver training, as detailed in the government publication (Tomorrow's Roads) has given the DSA some impetus to require continued professional development for all driving instructors in the next eighteen months or so.

Trainee Driving Instructors; By passing two parts of a 3-part DSA examination;
applications must be countersigned by an ADI

In order to become a trainee-driving instructor, and to be granted a trainee driving instructor's certificate for a maximum period of six months, it is necessary to pass

parts one and two the ADI examinations. Certificates are only issued under the conditions of compulsory core curriculum training and the requirement for one fifth of all lessons given to real pupils, to be supervised by a fully qualified ADI. Both the training and supervision requirements are covered by regulations, and the appropriate DSA forms (ADI 21 T and ADI 21S) must be completed and returned to the DSA within three months.

As was stated in the introduction to this project, these two requirements have never been completely acceptable to other instructors and to the public who often pay full price for lessons without being really aware that their instructor may have had no teaching experience or training; and certainly unaware that the great majority of trainee driving instructors will not pass their final examination.

Steps are being taken, now as a matter of some urgency, by the DSA and by the various driver training consultant groups to find ways around the present unacceptable system. The most likely proposal to be accepted, and one that is being put forward by the DSA itself, is that new instructors will need to pass all three examinations first, and then be granted a 'probationary' ADI licence for a period of one year. The details, and any likely commencement date have yet to be announced.

Advanced Drivers By taking a voluntary, higher-level driving test. (With the IAM, RoSPA, DIA and others.)

There are a variety of Advanced Driving Tests, but only three of them, the DIAMond Advanced Motorists test, the IAM advanced driving test and the RoSPA Advanced Drivers test, are approved of by the Driving Standards Agency at the present time. Many prospective driving instructors take voluntary advanced driving training and tests on their way to qualifying as ADIs. As do many instructors who are intent on improving and enhancing their visible image.

The recommended advanced driving test for those who intend to take the ADI qualifying examinations is the DIAMond Advanced Motorists driving test, because the standard required for this test is identical to that of the ADI part 2 practical driving test. There is an additional benefit, that candidates who take the DIAMond test will receive a detailed de-briefing on the driving performance.

Although there is considerable merit in taking either (or both) of the other two advanced tests the system of marking employed by both the IAM and RoSPA is less formal and more subjective than that used by the DSA and the DIA. The DSA which runs the Government driver training establishment at Cardington in Bedfordshire, uses an objective system of marking where 77 separate items, covering every aspects of controlling a motor vehicle and also road traffic situations, are each scored with 'dangerous, serious, minor driving errors'.

The acceptable limit for learner drivers, tested for a shorter period of some 50 minutes, is a maximum of fifteen minor driving errors. The longer test of more than an hour, and requiring the drivers to drive at higher speeds and taking more opportunities to overtake, taken by potential driving instructors, has a pass/failure level of six minor driving errors. It is this same level which is the accepted pass or fail mark for DIAMond Advanced Motorists driving test. In view of the fact that potential trainee instructors are limited to only two attempts at their practical driving test, this is why the DIAMond test is considered an ideal starting point for those who wish to prepare for their driving instructors professional career.

All of the above courses, examinations and qualifications, all have a CPD value, and an exemplar system has been shown in chapter four. However it is taken for granted that from a total of more than 30,000 ADIs and trainee instructors not a large proportion of them will be willing or even capable of progressing far along the formal qualification route beyond the ADI. Nevertheless it also certain that in the next few years a form of compulsory continuing professional development will be imposed on all instructors.

One way in which some additional 'credit points' may be gained is through attendance at training seminars and conferences. Since 1997 in some cases and more recently in others national trade associations and a number of smaller or local associations are headlining the fact that their own meetings may have some value in respect of CPD which may be acceptable to the DSA.

The DSA & Industry Working Party on CPD is still debating how best these various attempts at CPD can be measured and collated.

Important conclusions beyond professional qualifications

A final part of the activity of this project, and one that was not expected to begin until some time in the future was the need to look for commercial sponsorship of a whole range of future potential projects. However things have happened on a variety of levels. At a series of meetings with the European Union Traffic Commission in Brussels between April 2001 and January 2002 it became very apparent that there were very few genuine statistics on driver training carried out on large, or even recent, scales. Some evidential statistics that were quoted at various workshops relied totally on data from the United States in the 1980's and other countries based on limited numbers of drivers. Although both TRL and the DSA belong to CIECA – The international Association for Driving Test Organisations – no official statistics were given about drivers and driver training in the United Kingdom.

As a result it was agreed that a full national survey of all 29,000 ADIs and 1,500 trainee instructors should be carried out. The theme of the EU/CIECA "Advanced" project is concerned essentially with the need for additional training for new drivers to reduce the number of road traffic deaths and injuries amongst new drivers.

The survey, which will be distributed later in the year 2002 will ask all UK drivers to look back at one or two of their most recent driving test candidates and to summarise those minor driving errors which were made by their clients in any of their mock driving tests which they would have taken before their real test; and to make an especial note of occasions where the driving instructor is required to take any overriding action, verbal or physical to safeguard a road and traffic situation.

It is 'normal' for all successful driving test candidates to make a number of these errors, many of which would have been repeated ones, and yet still pass. In fact it is almost unheard of for a candidate to pass with a clean sheet. Yet new drivers will now accept their repeated minor driving errors as an acceptable part of their driving ethos. Many will fail to appreciate that the only real differences between a minor and serious error, and between a serious and dangerous error, are the circumstances that exist at the time the error is made.

An error with no other road user around can be classified as minor; the same error when other road users are inconvenienced is regarded as serious. A dangerous

fault is noted when another road user has to brake or swerve to avoid an incident caused by the candidate. L-test candidates pass their tests if they make no dangerous or serious errors and make less than fifteen minor errors.

However minor errors, especially repeated minor errors, that will inevitably be made in different circumstances may eventually cause death or damage if the driver is not aware of this potential. As a simple example a new driver may have a habit of not using the left door mirror when exiting from roundabouts. On the driving test (and on the mock tests too) no situation arose which would convert this minor driving error into a serious or dangerous one. Therefore they would pass; however it can be assumed that they will continue to make this error, because it was not picked up and alluded to as a potential accident risk on test. Yet at some time in the next few months a situation will certainly arise when a cyclist or other road user would be caught in this danger spot and the driver would not notice them until too late – if at all.

It is hoped that the statistics thrown up by this survey, the only one of its kind in the history of driver training in the United Kingdom, will make ideal study material for future conferences such as the EU/CIECA and other projects, and of course especially so for those students who wish to take advantage of genuine research material for their future personal degree-level projects. Certainly the substance of the research programme will form an immediate basis for study by anyone interested in devising better road safety strategies, as well as some raw material for future degree and other research projects.

It is a fact of life that such a project, involving postage, printing and packing, will cost a lot of money. Even the collation of the material when it is received back will be a tremendous operation and one that will last well into next year. Fortunately over the past twelve months the writer was approached by HeMan Equipment Ltd, who are the makers of virtually 95% of the dual controls used in this country. They asked for a book to be written and published by themselves, free of charge, to all ADIs and users of dual controls in the country. They also agreed to sponsor the publication and distribution of the survey in the same postal drop as their book, "THE USE AND ABUSE OF DUAL CONTROLS" (Russell P 2002) listed as Appendix Six of this project. Once the results of the survey have been collated they will be held at the offices of the Driving Instructors Association

Other commercial interest has also been shown

One or two other commercial companies, including one large international Vehicle Insurance Group, have also expressed an interest in supporting future research projects and it is now apparent that a healthy start has been made that future sponsorship for research projects may be feasible, even in the short term.

The following addresses may be useful for those seeking details of courses, examinations and further and higher qualifications in driver education.

AEB = The Associated Examining Board; (now called)
AQA The Assessment and Qualifications Alliance
 Stag Hill House,
 Guildford,
 Surrey, GU2 5XJ
 01483 506506

DIA = The Driving Instructors Association;
 Safety House,
 Beddington Farm Road,
 Croydon
 CR0 4XZ
 020 8665 5151

DSA = The Driving Standards Agency;
 Stanley House,
 Talbot Street,
 Nottingham, NG1 5GU
 0115 90 12500

MOD = The Ministry of Defence;
 Whitehall,
 London.
 However the MoD School of Motoring is based at
 DST, Leconfield,
 Near Beverley,
 Yorkshire.

NCWBLP = Middlesex University
 White Hart Lane,
 London, N17 8HR
 020 8362 6118

TRANSfED - The National Training Organisation
 of the GC(S)NVQ in driver training;
 Imperial House
 Kingsway,
 London

UDT = Universal Driver Training
 St Mary's Corner,
 Frimley Road
 Camberley Surrey GU15 2QN
 01276 677111

Chapter Six

The Personal Effects of Researching the Project

True erudition requires constant re-appraisal.

In my family it has always been accepted that the family motto ought to be "*Overkill is an understatement*". We never do anything by halves. Whatever needs to be done is almost done to death. What makes this even more pertinent to this project is that it took a long time for me to recognise and accept that true erudition requires constant re-appraisal and refining. Previously I had simply assumed I was just hard work to deal with because I would not accept things at their face value. Indeed I have always been a face-to-face sort of person.

Whilst I earn most of my living from writing, I prefer the ability to put my words into direct action by trying them out on an audience, testing the reaction, and then taking the opportunity to re-direct my questions and amplify my answers so that people know exactly what I mean, need and want to know. Although this is easier during live broadcasts and from the rostrum at conferences, opportunities still exist in magazine writing by the use of provocative questioning in the text.

I have learned a terrific amount about my own industry, even though I have been a part of it for over forty years. I have learned even more about the hopes, aspirations and efforts of many instructors at the top end of the learning tree; and quite a bit about the perceptions and desires of many who have only recently started their journey through the driver training business. But more than anything else I have learned a lot more about my own understanding of things I thought I knew well; and I can now recognise the changes that have been effected in myself.

The greatest change that can ever happen to anyone is the one that changes perhaps the shortest sentence in the world into the shortest question!

"*I am.*" - becomes - "*Am I?*"

It is this metamorphosis that has brought about all the questions – 'which, why, when, what, where and how' that have guided me through the project. It has led

me to indulge in surveys and questionnaires – both formal affairs and also informally whenever I have been at a gathering of instructors anywhere around the country.

In many cases my beliefs and thoughts have been reinforced: and none more so than the value of the AQA's Diploma in Driving Instruction.

Before I began this project, I was aware that the Diploma in Driving Instruction was an excellent starting point for anyone in driver education who wanted to validate their own professional development. I am now convinced that it is absolutely pivotal to any step towards professional status in the industry. Although it is perfectly feasible for anyone to commence their university certificate or degree driver educational programmes without taking the Diploma first, there is an immediate link for those instructors who feel they do not have any alternative methods of entry.

Taking the Diploma programme of training has three instantly recognisable benefits:

- It enables driving instructors and others to extend their interest and expand their scholarship in and about the industry;
- it encourages candidates to see the need for much greater research and a more detailed study of their chosen subject, so that they become even greater 'experts' in it; and
- it prepares potential undergraduate students for their return to a formal academic lifestyle. Most people involved in road safety and driver education will have spent so many years stuck firmly in their business lives that they would not know where to begin again.

I believe that those ADIs who have managed to arrange their study for the Diploma will also find it relatively straightforward and logical to fit their scholarship into the ethos of schools of life long learning, of the NCWBLP system of training, and see the need to gain academic credit. The extent of my research into this study has reinforced these feelings.

However in many other cases my beliefs and thoughts have not been reinforced, but redirected. I can now see the need for a constant reappraisal of myself, not just at the end of this five-year personal study; but as an ongoing realisation that change is all about us, and changes affect us all. I now know that I am not impervious to the needs of change, and hope that the learning curve I have been through will continue for the rest of my time in the industry.

A final personal note is in order; over the past thirty years I have spent most of my working life encouraging all instructors to become more knowledgeable and more professional. I now believe that this is really happening, and I realise that although I have played a small part in this through trying to lead by example, the real reason for this growth has been the dedication and expertise that so many of my colleagues already had, waiting for the opportunity to prove their professionalism.

If I were to borrow from the DTLR's White Paper, I may have re-titled this project:

"Tomorrow's Roads: made safer for everyone ... by better qualified, more professional, well-respected and DSA approved, driver trainers."

Professionalism is in the eye of the beholder. Driving instructors and examiners must learn from what is happening in education generally. We are constantly reminded that learning is a life long skill; and that when you stop learning you are no longer able to teach effectively. Certainly the one thing that we all want from our future is the opportunity to live life to the full.

At the beginning of this project I looked for a professional direction for all driving instructors and examiners to follow. At times during the progress – and certainly at stages where there was no apparent progress at all – of the project I was convinced that it would not succeed in my lifetime. Now as the end of the project is approaching and, as I read and re-read, and I have written and re-written this script I become more convinced than ever that there is a quality of professionalism in every part of this industry for everyone who wants to take part.

Chapter Seven

Conclusions and Recommendations

This study of the potential for CPD in the driver training industry has been informed by reflection on my own pre-understanding, surveying what driving instructors themselves make of the subject and particularly by my involvement in the major agencies and government departments relevant to the topic. In particular I have had direct access to, and discussions with, senior professionals in the industry and government officials in the UK and the EU.

All these research resources have combined to produce my conclusions and to influence the recommendations I make.

The most significant observation that has been identified is that any driving instructor, driving examiner or road safety officer, who wishes to do so, can readily extend their own personal progress path to enable them to claim professional status. The range of opportunity is so much greater than first appeared. It has also been very encouraging to notice that all the surveys showed considerable support for the concept of a potential degree structure in driver education.

Most of the recommendations of this project must eventually be directed at my fellow driving instructors in the hope that even more of them will be encouraged to take their first step towards continuing professional development; not because they are compelled to, but because they see, and want to have, the benefits.

Nevertheless, the project is specifically aimed at all the various 'agencies, associations and authorities' who are able to bring influence on the decision makers in road safety. Whether those decision makers are in government, at the Department of Transport through its road safety and driving standards' agencies, or the national trade associations who will need to continue to spread the message that CPD benefits everyone, remains to be seen.

CONCLUSIONS

Over the next few years there may be significant changes to the future format of the DipDI. My suggestions towards these changes are shown in Appendix Three. These are currently being discussed and will probably lead to more meetings involving the following organisations before any final decisions are taken:

- **The Assessment & Qualifications Alliance,**
- **The Driving Instructors Association**
- **The Driving Standards Agency**
- **Middlesex University's NCWBLP.**

As Chief Examiner, and also Chairman of the DIA's General Purposes and Educational Committees, I hope to be involved in the beginning of these changes; however I also see the need for greater involvement of many of those instructors who have already demonstrated their competence and abilities.

I envisage that many of those instructors who responded to my initial request to join me in working towards the success of this project and the potential for professionalisation within the industry will be involved in these changes either as tutors or even future examiners; as will those who have joined along the way.

Re-structuring an entire examination is not something taken on lightly, and there will be the need for considerable input in the next eighteen months or so, from those organisations who have only been on the periphery beforehand.

More changes can be expected within the next two years with the implementation of the Government White Paper, **"Tomorrow's Roads - Safer for Everyone"**, promoted by DTLR as their initiative in road safety. It determines the road safety strategy and casualty reduction targets for the year 2010.

All who are involved in driver education will be affected. Driving instructors will inevitably be involved in the predictable consequences of the DSA's commitment to CPD. I expect that there are many instructors who will find the prospects of

greater input by the Driving Standards Agency to the continued professional development of instructors to their liking; however the most likely course to be followed will be laid down by the instructors' trade associations.

The research undertaken earlier in this project and recorded in the surveys carried out both with experienced driving instructors and with new entries to the industry has demonstrated two things.

- That university diploma, degree and post-graduate courses, examinations and qualifications are extremely desirable by those who feel competent to take them, and are eminently suitable for maximum CPD credit.
- Similarly it was noted that there has thus far been a lack of agreement for the idea of using National Vocational Qualifications as a basic ADI qualification, although it was felt that there had to be a vocational alternative to academic recognition. The weakness (at present) with the concept of NVQs appears to lie in the fact that virtually all ADIs are self-employed and much of the standardisation of NVQs relies on the stated requirements of employers. Nevertheless NVQ qualifications, should they ever be readily available to and acceptable by driving instructors, will also provide measurable credit points.

Nevertheless there is still scope for NVQs to be a viable option if sufficient effort is made to target those ADIs who are motivated, but not yet convinced of their abilities or commitment to try the academic route to excellence.

The DSA and the representatives of the six national consultative organisations are currently (2002) discussing the detail of what should constitute CPD and how it can be measured against a norm acceptable by the DSA/Industry working party. It must demonstrate that accredited continued professional development has taken place for it to be of any value.

Figures 13 & 14, which have been presented by the DIA to the DSA and Industry working party on CPD, identify recommended credit values which could be gained by those instructors who are prepared to take higher academic credit potential or further practical qualifications. At the lowest level all instructors will need to prove they are able to absorb fresh and necessary learning to make them better instructors. Satisfactory attendance at training conferences appears

to be the appropriate way in which CPD can be confirmed at the lower levels. It is interesting that the tables of credit points and levels shown at the end of chapter four of this project have been accepted by the DSA/Industry working party as valid discussion documents.

The role of the instructor in teaching the whole DSA syllabus for learners

Driver trainers need to know, and must be able to teach, the whole of their subject; this is something that has not necessarily been a priority before. But instructors can only teach the whole syllabus economically if testing covers the syllabus too, and training is given a proper perspective of its relationship with road safety. For too many years training has been regarded as an incidental part of learning, especially in the behavioural aspects of driving. There is a need for some ADIs to teach more of the syllabus than they have done before.

If the DSA is unable to test the whole of the recommended syllabus it is still quite practicable for some items to be checked by continuous assessment. It would be feasible that those instructors who have a proven record for CPD to be allowed to confirm that certain aspects of the syllabus have been correctly validated. Although this appears to be a dramatic change of direction of testing procedures, the DSA has shown over the past few years that it is willing to make changes to the way they conduct tests; this is not that great a step forward.

I believe that the situation will always be that those engaged in driver training fall quite naturally into two separate categories. Those who see it is a temporary job to fill in gaps between unemployment; and those who are prepared to make it a career of which they can be proud. The latter will only achieve any sense of pride by learning as much about their chosen trade, business, industry or profession as they can; and then imparting that knowledge

This project has looked at the need for professionalism in the driver education industry. It has looked at the need for Continuing Professional Development and it finds that not only is professionalism alive and well, there is considerable support for the CPD from all sides of the safer roads business.

- Driving instructors and their associations are lobbying for it.
- The Government, through its DTLR and DSA, is desperate for it.

- Universities, Colleges and Commercial organisations are willing to support it.
- Examining bodies are prepared to test and qualify people in it.

There is also a perceived need for support self-help systems of training for and with a core group of instructors who need assistance and are willing to help others at the same time.

A background library of potential project material for degree and other research projects will also be crucial. Access will be by physical attendance, hard copy and through the Internet. The foundation of library material already exists in the form of a dozen and more research projects already completed in the past five years by past and present NCWBLP students in driver education.

RECOMMENDATIONS

I commend this project and all the associated work attached to it to all fellow ADIs and their associations; to Driving Examiners and their controllers; to Government advisors, and to all those working towards road safety. It is not an end product; merely a beginning. I commend all who will to read and then build on that which has been identified. What is achieved in the first half of this new century may well prove to be a dramatic change in the way people learn to drive; a better way for instructors to progress up their own personal pyramid of success; and safer driving practices for all.

The recommendations are aimed at four separate groups:

1

The Department for Transport, Local Government and the Regions (DTLR), the Driving Standards Agency (DSA) and other government departments involved in training and development.

The DSA is committed to Continuing Professional Development in the driver training industry. I recommend that CPD is used as a partial replacement for the irregular check tests for ADIs, which are commonly disliked, and probably not as effective as checking computerised records of the training and success achieved by instructors. What would be more satisfactory is a system of CPD assessment such as shown in figures 13 & 14 of this project which parallels the systems used in nursing and other professions. There is also an urgent need to pay more attention to the potential for National Vocational Qualifications for those instructors who choose not to follow an academic path.

2

The National Driving Instructors Organisations and Associations; specifically the Driving Instructors Association (DIA) and the International Association for Driver Education (I V V).

If ADIs are to be successful in their satisfactory acquisition of credit in CPD for renewal of their ADI licences, they will be totally dependent on the help they are given by their trade associations. I recommend that consideration be given to

extending the range of CPD in all their training seminars and conferences. This will mean much greater cooperation with the DSA as well as closer liaison with other organisations. There may be considerable scope for extending the current range of training courses, examinations and qualifications that can be gained by their members.

Because driving is no longer an insular skill, I also commend the whole of this project to driving instructors organisations across the world, many of whom are also seeking their own continuing forms of professional development.

3

Approved Driving Instructors, Driving Examiners and Road Safety Officers

Nothing in the project will succeed unless ADIs and others involved in road safety take on board the essential need for greater professionalism in their activities. I recommend that all instructors seek out their own particular and personal path to progress in the industry. This project is only a step on the way to this. They should remember Browning's quote that '*a man's reach should exceed his grasp*'. Only by trying will they find out their limitations and, by stretching them, the ability to outsoar their expectations and dreams.

However those who are wondering what best to do need only look around themselves to see what many of their colleagues have already achieved, and emulate them or, better still, reach even higher. Certainly I recommend that they take advantage of the excellent opportunities offered by the NCWBLP and other agencies to enhance their own personal CPD programmes.

4

Middlesex University, and other academic institutions

Middlesex University's National Centre for Work Based Learning has already set a fine example of what can be achieved when industry and academe meet on level terms. The stage is already set for a continued flow of road safety experts to take postgraduate qualifications in driver education. However, I recommend that some thought is given to the potential for the NCWBLP to become involved in parts of the lower strata of qualifications to assist those instructors and others

who feel they are not yet ready for degree courses. The gap between industry qualifications and those of universities is decreasing all the time. I recommend that ways be sought to bridge the gap even more. I am sure that the comments shown in the survey of instructors who are currently on the degree programme will be taken to heart, and that they will lead to a greater partnership with driving instructors in pursuit of their CPD.

I also recommend that the NCWBLP takes advantage of the potential for the Driving Instructors Association to run training seminars to supplement the University's Board of Studies working practices.

At the conclusion of this exhaustive and exhausting work, I also see the need for a practical 'end-product'; such as the development of an independent "Agency" to continue this work.

It is hoped that by the creation of a separate agency, with the support of existing organisations, could fulfil a number of roles. Initially this agency would provide a library (with both hard and soft copies of materials) of the various projects by driver education students at all levels up the Doctorate in Professional Studies (D.Prof).

Eventually this agency may be seen as a springboard for anyone seeking and researching projects allied to safer and better driver training and education. The terms driver training and driver education are similar but not genuine synonyms for each other. Training refers solely to the actions of driving instructors, usually in a practical sense, and often with reference to the learner driver market place. Driver education refers to the whole panoply of training, testing, assessing, publicity, awareness and encouragement for safer driving initiatives, both in theory and practice. It is hoped that some commercial funding would be possible to support these aims.

The roles of this agency will be three-fold:

1 Initially to coordinate the training and learning programmes of all instructors and others who wish to extend their professionalism through CPD.

The Driving Instructors Association has already proceeded with this in an informal way. It also has a wealth of training and seminar experience. Many of the DIA's members are willing to offer help to others and are encouraged to do so.

2 Subsequently to develop a library of resource material that can be used by students and others, as unique background resource, reflecting what research has already been done; and to provide a launch pad for future research.

The Driving Instructors Association has again offered help with this and is prepared to provide office and computer space for this. It sees its role in this proposed agency as pivotal. It is the immediate connection between ADIs and the DSA, the Universities and other examining bodies

3 Eventually to encourage the scope for commercially funded research to be carried out within the field of driver training, behaviour and testing; preferably carried out within the industry by those who know most about the subject.

This is probably the most important and ambitious aspect of the whole of this project and one that I thought would be years in its implementation. However commercial help has already been offered and one particular company is currently funding one of the largest research projects in driver training and testing ever undertaken in this country. It is intended that every ADI will be asked to record the minor driving errors of those clients who nevertheless have passed their driving tests but still have areas of driving risk. With identification may come

the opportunity to raise the standards of both training and testing of new and existing drivers.

It is not just professional driving instructors and examiners who will need to maintain their continuing professional development in the years to come. All road users, and especially new and younger drivers, must do so too if they are to survive.

Post Script

The following three events have taken place since the ending of this doctoral project and are worthy of note:

1) Publication.

Even whilst this project is being completed I have been invited to submit excerpts from this project for publication in part or whole through the services of the Driving Instructors Association's publishing arm: DIA Publishing. It is a matter for discussion whether this will be serialised in one or other of the two national bi-monthly magazines, or as a separate publication in its own right. The most likely option will be both. Nevertheless, there is a definite offer to publish Appendix One (A Brief History of Driver Education) in its entirety. An expanded version with more personal detail is currently being written.

2) Funding for an Intermediate qualification – a University Diploma.

Towards the final stages of the project I was engaged in discussions with the Director of the National Centre for Work Based Learning to investigate the potential for establishing an intermediate level of training, examination and qualification for Driving Instructors. This was to enable potential degree students to discover and expand their own potential to research and study project work at Diploma level before attempting the full degree. During the past three months a potential for funding for such a project is being jointly investigated by the Driving Instructors Association and the NCWBLP. Potential funding exists from a DTLR source. An application is expected to be made later this year.

3) The DSA plans to launch a programme of CPD.

Towards the end of the project, I was invited to be part of the Driving Standards Agency's Planning Workshop to explore the potential for a voluntary scheme of CPD in the industry, jointly run by the ADI organisations and the DSA.

Preliminary details of this are expected to be announced at the ADI's National Joint Council's Annual Training Conference in October this year; I have been asked to present a paper and to run a workshop on CPD immediately following the official announcement.

40,000 words (plus eight appendices as listed)

A Strategic Approach to CPD in the Driver Training Industry

BIBLIOGRAPHY

- Bell J (1997) *DOING YOUR RESEARCH PROJECT* Milton Keynes O U Press
- Clifford L Editor (1987) *ROAD WORTHY* Ontario Canadian Ministry of Transportation and Communications
- Clyne S (1999) *PERSPECTIVES ON CPD IN PRACTICE* London Kogan Page
- Cox M Russell P (1994) *THE AEB INSTRUCTORS GUIDE* Guildford AEB Publications
- Dakers H (1996) *NVQs AND HOW TO GET THEM* London Kogan Page
- DETR (1998) *TOMORROW'S ROADS – SAFER FOR EVERYONE* White Paper SO
- DETR (1999) *TRANSPORT IN 2000 - WORK RELATED SAFETY* White Paper London SO
- DSA (1999) *NOTES FOR THE GUIDANCE OF DRIVING EXAMINERS* Cardington DSA
- DSA (1997) *YOUR ROAD TO BECOMING A DRIVING INSTRUCTOR* London SO
- DSA (2000) *RAISING THE STANDARDS OF ADIs* London SO
- Gill J & Johnson P (1997) *RESEARCH METHODS FOR MANAGERS* Liverpool P Chapman Publishing
- Northedge A (1993) *The Good Study Guide* Milton Keynes Open University
- Race P (1999) *HOW TO GET A GOOD DEGREE* Buckingham Open University Press
- Ross-Silcock (2001) *REPORT ON THE STATE OF DRIVING INSTRUCTORS* London SO
- Russell P (1984-2001) *DRIVING INSTRUCTOR Magazine*. DIA Publishing Croydon

Russell P (1984-2001) *DRIVING Magazine*. DIA Publishing Croydon

Russell P (2002) *A BRIEF PERSONAL HISTORY OF DRIVER EDUCATION IN THE UK* (awaiting publication – Autumn 2002) DIA Publishing Croydon

Russell P (2002) *THE USE & ABUSE OF DUAL CONTROLS*
He Man Equipment Ltd and Driver Testing & Training Publications Southampton

Russell P and others (1985, 1990 1997) *THE DRIVING INSTRUCTORS MANUAL*
DIA Publishing Croydon

Russell P and others (1997) *THE SYLLABUS FOR THE DIPLOMA IN DRIVING INSTRUCTION* Guildford AEB Publications

Schön D A (1983) *EDUCATING THE REFLECTIVE PRACTITIONER* US Jossey Bass

Thorne LE & Francis JC. (2001) *A COMPARATIVE ANALYSIS OF A PhD AND A PROFESSIONAL DOCTORATE EXPERIENCE*. H E Review Vol3/13

Torreiro C, Editor, (1987) *EFFICIENT, SMART & DEFENSIVE DRIVING – HANDBOOK PLUS* – Washington and Quebec Propulsion International Inc.

Walkin L (1995) *INSTRUCTIONAL TECHNIQUES & PRACTICES* Cheltenham Stanley Thornes

Whitmore J, (1991) *COACHING FOR PERFORMANCE* London Nicholas Brealey Publishing

Zuber-Skerritt (1995) *NEW DIRECTIONS IN ACTION RESEARCH* London Falmer

Russell P (2002) *LIST OF PUBLISHED BOOKS* as shown in CV Appendix Eight

**TRL Compendium of Research Projects 1999-2000
involving Driver Behaviour**

London SO

(including the following suitable for further study):

- Harland & Lester: Does Re-testing deter dangerous driving? 1996 TRL
- Pearce: Re-testing as a penalty for dangerous driving; 1996 TRL 252
- Lynn & Lockwood: The accident liability of company car drivers 1998 TRL 317
- Quimby, Maycock, Palmer & Buttress, The factors that influence a driver's choice of speed – a questionnaire study. 1999 TRL 325
- Quimby, Maycock, Palmer & Grayson Drivers' speed choice: an in depth study. 1999 TRL 326
- Downs, Keigan, Maycock & Grayson. The safety of fleet car drivers: a review. 1999 TRL 390

“A Strategic Approach to CPD in the Driver Training Industry”

A Project submitted to Middlesex University

in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies

E Peter Russell

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS**

Middlesex University

APPENDICES

Volume II

June 2002

- | | | |
|---|---|---|
| 1 | A Brief Personal History of Driver Education in the UK.
An offer for the publication of this book has been made and will be taken up on completion of the project | Russell P |
| 2 | Diploma in Driving Instruction Examinations. Workbook Six: as partial fulfilment for the award of the Doctorate in Professional Studies Project 1997-2002 | Russell P
Published by DIA Publishing 2001. ISBN 1-87-337101-2 |
| 3 | The potential for change to the Diploma in Driving Instruction examinations;
Currently under discussion with the AQA | Russell P |
| 4 | Comments on: A Comparative Analysis of a PhD and a Professional Doctorate Experience by (Thorne& Francis) | Russell P |
| 5 | Comments on the current DETR and DTLR Research Programmes which have implications for professional driving instructors, at learner and post driving test level. | Russell P |
| 6 | The USE & ABUSE of Dual Controls in driver training vehicles;
Published 2002 by: {He Man Equipment Ltd; and {Driver Training & Testing Publications | Russell P |
| 7 | Comments on a Report on the CEDAR Conference Warwick University March 2000. | Russell P |
| 8 | An Outline Curriculum Vitae of the author | Russell P |

“A Strategic Approach to CPD in the Driver Training Industry”

**A Project submitted to Middlesex University
in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies
E Peter Russell**

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS
Middlesex University**

APPENDIX ONE

A Brief Personal History of Driver Education in the UK

E Peter Russell

June 2002

APPENDIX "One"

A Brief Personal History of Driver Education in the UK

This unique resource material summarises the early history of driver training, with explanations of how it became a cottage industry and how successive government regulations have been imposed on the way driving instructors are trained and supervised in the way they conduct their training. It also looks at how the industry, through the efforts of various associations, committees and individuals, has elected to make its 'top-end' echelons more professional. It continues by covering the development of educational advancement from the early days of the Diploma in Driving Instruction to the current stage of potential for Doctorates in Professional Studies for a few instructors to come.

It explains why it is now even more important for driver education generally, road safety specifically and professionalism in the industry incidentally, for continued professional development be progressed in the driver educational industry.

It ends with a look forward to some predictable changes in the next ten years.

Driver training is changing now, probably more rapidly than at any other time in the past hundred years of motor vehicle ownership. From very strictured beginnings, through a pre-war period of privately own schools of three, four or more instructors; then to post-war periods of bureaucratic control of self-employed freelance operators there is now a degree of professionalism that, if the challenge is taken up, can lead to a fully professional industry of respected driver trainers and testers.

This appendix was originally written as the introduction to my Doctoral project; then as the length of this particular "Setting the Scene" chapter grew and grew, it became apparent that it needed to be a stand-alone item. In this form it provides a reference point for those reading and studying the project, and yet can also be available to those who wish to fill in lacunae in their own knowledge of the driver training industry. There has also been considerable interest shown in publishing it in part or whole; although at this stage (2002) I am also calculating the time and efforts needed to extend this appendix into a more detailed and personal history of the driver education industry.

A BRIEF PERSONAL HISTORY OF DRIVER EDUCATION IN GREAT BRITAIN **(A hundred years of trial, error and success 1903-2002)**

SETTING THE SCENE

It is implicit that an essential by-product of this Doctoral project is the need to set down in print for the first time the basic facts with the addition of a few opinions about the background to driver education in Britain over the past hundred years.

As a starting point this might be best place to disabuse one particular myth referring to the motoring emancipation act of November 1896. Many people, especially broadcasters and quasi-motoring writers, often wrongly refer to this as the day that the "Red Flag" was removed from the roads. Prior to 1896, successive governments restricted the speed at which motor vehicles could drive, mainly to prevent excessive noise and inconvenience to other people; and it is true that in the earlier days of motoring a man with a red flag was required to walk in front of any mechanically propelled vehicle. But this specific requirement to carry a red flag was dropped ten years before the 1896 "Locomotives on the Highway Act", which raised the speed limit to a wonderful 14 mph.

Essentially this 1896 Emancipation act removed the need for the man to walk in front of the vehicle, effectively at no more than four miles per hour. And it was this emancipation that allowed vehicles to move at whatever speed they could – fourteen miles an hour was still a target rather than a limit for most vehicles. Britain was able to catch up with the United States and most of Western Europe and allow their road vehicles to drive at speeds even faster than the horse drawn vehicles they were destined to replace.

Naturally this step forward did not bring with it any requirement for the training or testing of drivers. Education in the use of motor vehicles was still a long way away. In 1903 the rise in the number of motor vehicles on the road brought about the need for vehicle registration and driver licensing; ostensibly for the funding of new and repairing older roads: hence the title remembered by many as the "Road Fund Licence". However there was still no test to be passed before getting a licence to drive. The 1903 Act also brought in the 20 mph speed limit 'in built-up' areas. The problem was, however, that the law did not define precisely what constituted a built up area, and local authorities appeared to be divided into pro-and anti- motorcar

agencies. This speed limit lasted until 1930 when the term de-restricted applied to speed limits outside towns where vehicles could travel as fast as they wished. That right existed for more than fifty years, when following a press report of a A.C. Ace sports car being tested in the early hours on the M 1 motorway at speeds up to 190 mph led to the almost immediate imposition of a maximum of 70 mph on dual carriageways and 60 mph on single carriageways.

Unfortunately there are many drivers who still call the "National Speed limit" sign a 'de-restriction' sign; and treat it as one as well.

Historically driving instruction has always been a cottage industry (albeit inside a motor vehicle moving at 20-30 mph). Driver training probably began as a real form of a commercial venture in Great Britain about 1909-10 when a number of driving schools and training organisations opened their doors. The first recorded school that I discovered was the Pilot School of Motoring of north London, now long since defunct. However, launched just after this, in south London in October 1910, was the British School of Motoring Ltd, now in its 92nd year. The proprietor was a Peckham doctor's son, Hugh Stanley Coryton Roberts of Clapham. Soon after setting up in business he moved to the centre of London where he opened his ground floor offices in Coventry Street on the corner with Leicester Square. Later on he was to rent out a floor of the premises to the newly formed motor vehicle organisation – which was called the Automobile Association – and it was not long before this body too had to move to larger premises, eventually finishing up at Basingstoke. BSM also moved fairly soon afterwards into premises at 102 Sidney Street, Chelsea, where they remained until 1982.

However in the early days, the intentions of all driving school owners were to encourage those who had bought motorcars to learn how to handle them or to convert their carriage drivers and footmen into chauffeurs.

As the century developed motorcar ownership rapidly extended, and learning to drive became a solitary, occasional and extremely unofficial affair. Car dealers sold cars; and quite often their salesmen (there were very few saleswomen in those days) would take new purchasers out for an hour or two to explain the basic principles of handling their new toy. Most of the training as such was concerned with the complexities of starting the vehicle, and then learning how to steer followed by many

miles of trial and error experimentation with gear lever and clutch. No wonder chauffeurs were called 'warmer uppers'; someone had to do the dirty work.

Learning how to stop was quite easy, if any driver failed to do any of the above things properly the vehicle usually stopped of its own accord. However, on occasions, new owners just relied on the presence of other vehicles or road users, or solid pieces of street furniture, to help them to stop.

On the other hand, learning road procedure was a totally different affair. If boats had a rule that steam must give way to sail; no such rule obtained on the roads. Steam – or its successor – the internal combustion engine, (please allow this deliberate if Freudian slip)... gave way to nothing unless that something was bigger or more substantial than itself. Once under way nothing would convince a driver to pull up unless it was to his advantage. White lines, give way signs and "Halt at Major Road Ahead" traffic signs were still only glimmers in the eyes of our parliamentary and civil service masters.

Road procedure was simply summed up as:

"Keep the wheels on the ground and look where you are going".

Changing gear was more difficult; these new automobile were without the luxuries of synchromesh gears. Automatic gearchanging mechanisms had been introduced in the United States as early as 1904, but had not caught on with British manufacturers. Subsequently new drivers never considered themselves skilled until they had learned how to match their engine speed to that of the vehicle's rear wheel speed by means of the sheer physical effort of coordinating separate foot operating skills whilst manipulating the gear lever and without losing too much control of the steering wheel. People were usually grateful to acquire a car, and then to play with it until they became sufficiently proficient; during which time they frightened horses, pedestrians and passengers alike. It was on 12th February 1898 that Henry Lindfield of Brighton, gained the distinction of being the first driver killed as a consequence of a road crash. Although he only sustained injuries to his leg, the shock sustained by the subsequent amputation of the limb was enough to kill him.

My father often told me the story of when he was a young boy, being taken by his father, to the village of Broadway in Worcestershire; Broadway was so called I

assume because of the massive width of its single main street. Granddad knew there was a car owned by one of the local landowners and, surely enough, dad and granddad were lucky to see it huffing and puffing towards them. Heading for it, but coming from the other direction, was a sedate pony and trap with another member of the gentry at the reins. The street was at least one hundred feet wide and probably two hundred and fifty yards long. Both road users inexorably moved towards each other at a closing speed of about twenty five miles an hour; on the obvious collision course that was apparent even to a four-year old boy. Closer and closer they came, each driver convinced of their own inviolable right of way, and that the other road hog would move out of the way.

Of course neither of them would, each convinced of his own 'right' to continue. Not only did my father witness a typical road traffic accident of the early 1900s, he was able to describe so graphically for many years afterwards; and, of course, he was also privy to the "real cause" of most road traffic crashes.

Even a four-year old boy could recognise the cause of most road traffic incidents as stubbornness combined with reluctance to do anything about it. My father called it learning by blundering instead of learning through wondering. I am sure this tempered my father's attitude towards his fellow road travellers for all of his working driving life, and I know that my own approach has always borne this particular driving lesson in mind too.

Learning was never required to be accompanied by training. Trial and error ruled the day. And, although the number of vehicles, in comparison with today's massive gridlocks, was very sparse, constant crashes still managed to kill and maim drivers, passengers and any innocent passers-by who were usually too amazed to get out of their way. Mr Toad, of *Wind in the Willows* fame and driver extra-ordinaire, was certainly based on genuine examples of new car owners and was in no way a figment of Kenneth Grahame's imagination.

It never occurred to new drivers that there was any skill involved in road procedure. Their cars were big and noisy. Surely cyclists, pedestrians and others could easily hear them coming and should keep out of their way.

With less than a million vehicles on the road in 1927 road deaths peaked at 5,329; more than 4,000 road users were killed on the roads in Britain each and every year

between 1930 -1934. A Highway Code, priced one penny, was published in 1930 to help combat the escalating number of road traffic accidents. Most other European countries had introduced driving tests, but the United Kingdom, Eire and Belgium alone in Europe still lagged behind. This disastrous situation was partly remedied in 1934 with the introduction of the Road Traffic Act of 1935, which culminated in the introduction of 30 mph speed limits, pedestrian crossings and car driving tests. The driving force at the Ministry for Transport was Oliver Stanley MP. However, by the time the new Act received royal assent, his replacement as Transport Minister, was Leslie (later Lord) Hore-Belisha, whose eponymous pedestrian crossing beacons looked after the interests of pedestrians for the first time.

Early in 1934, following an open Civil Service competition, Captain R S D Stuart was appointed as the first Chief Driving Examiner. He and his merry band of eleven supervising examiners and 250 putative driving examiners offered free driving tests from 13th March 1935 until 1st June 1935. Provisional driving licences, costing five shillings (25 pence) and lasting for three months, were issued from the 1st April to enable would-be candidates to gain practice whilst accompanied by a full licence holder. In many cases the full licence holder would have bought their licence the week before when no test was required. I knew one of these people very well. Whilst I was waiting to take my own driving test, some fourteen years later, my mother quite often cheerfully accompanied me, although I know that she had never touched a pedal or steering wheel in her life.

Although there is no genuine record of the first person to pass the real test in June 1935; the BSM has always proudly exhibited in their boardroom a certificate number one, number N 0001 (actually one of many, but this was the first from batch N) issued three days after these trial tests had begun on the 16th March 1935, by Mr R J U Brougham driving examiner number 23 of Captain Stuart's 250 examiners, possibly to a BSM student, a certain Mr Beene, of Kensington.

N 00001

Ref. No.

Road Traffic Act, 1930 to 1934

**CERTIFICATE OF PASSING OF TEST OF
COMPETENCE TO DRIVE**

Name *Mr R.E.L. Brier*

Address *14 Kensington Hill
W.14 Kensington*

has been examined and has passed the test
of competence to drive

prescribed for the purposes of Section 5 of
the Road Traffic Act, 1930, or Section 6
of the Road Traffic Act, 1934.

L.J. W. Brigham
Authorized by the Minister of Transport
to conduct tests.

28

Date *16.3.1935*

[222 0181]

It was not until the introduction of the driving test in 1935 that any serious attempt was made to co-ordinate the ways in which people learned to drive. However, for all their forward thinking skills, as demonstrated by the introduction of a 'testing' system for new drivers, no one in authority saw the need for any parallel form of structured driver training. Thus an examination was devised that had no teaching equivalent. And, of course, what made the situation even worse from both training and testing points of view, was there were no really proven 'driving teachers' from whom potential examiners could have been recruited. This style of bureaucratic thinking was to continue for another thirty-five years and more.

It was at about this time that the first trade association was formed. A group of driving school owners, led by Colonel H Atherton OBE, formed the Motor Schools Association. This was based at the offices of CMI Products at Finsbury Park, in north London. It was not generally realised at the time that Colonel Atherton was the proprietor of the company that made dual controls and that part of the aim of the association was to push for the fitting of driving school cars with dual controlled pedals.

Both the RAC (Royal Automobile Club) and the MSA (Motor Schools Association) formed their own independent registers of 'qualified' driving instructors and schools, at about the same time in June 1935. Each organisation laid down its own version of the basic teaching skills and examinations that were needed to register. Those instructors who wished to claim any independent form of registration or who sought a semi official recognition of their driver training skills were able to qualify with the RAC or MSA. In order to pass the RAC test you had to give an observed lesson to an RAC staff member; the decision to pass was in the hands of the regional officer manager. To pass the MSA test you had a written exam, followed by a short practical test with an MSA Board member and an inspection of the office and waiting room facilities. This latter also included a toilet facility check: one for each gender. In effect there were two registers, one of instructors (RAC) and one of schools (MSA). It was not until many years later that the RAC admitted schools and in 1963 that the MSA allowed individual membership.

Successful candidates were entitled to display the relevant registered L-plates at their offices and on their teaching vehicles. Needless to say, there were no training courses attached to these examinations either. Most new instructors learned their trade by watching others and picking up hints, before trying their luck and lack of skills with real pupils. Others jumped in at the deep end; if they liked it, they carried on. That much has never changed. The only help ever offered from the Ministry of Transport was by listening to what their pupils told them after passing or failing the test. Indeed when I first began teaching people to drive for money, I was told that the best way to learn the trade was to follow genuine on-test candidates around a route and then practise on each one until I had learned all the routes.

Until 1973, successive Ministries of Transport and their examining staff gave no practical assistance of any kind to professional trainers. Indeed any examiners who were 'caught' talking to instructors before or after driving tests were quizzed quite severely and threatened with disciplinary action. The driving test had remained a mystery to pupils, the public and instructors alike for more than thirty-five years! Instructors used all means to borrow failure forms to see where they could improve their teaching skills. Others read the guidelines issued to new learners in a sequence of booklets called the DL68, precursors to the Driving Manual, except they had been issued free, mainly to failed test candidates. Many instructors never ever bothered to discover that the DL 68 was merely an extension of the DL 26 (the failure form) or that the hieroglyphics on the DL 25 (the examiners' marking sheet) were in

fact simply an examiners' shorthand for the same headings. Even the system of 'minor, serious and dangerous' assessment marking remained a secret.

Examiners were required to sign the Official Secrets Act, and those who ever spoke about their job, or talked to instructors about 'testing' matters, could be sacked. They had to learn by rote, and use only a standard examiners' script on the test. In 1974 when the MSA Director General and I were invited to visit the Examiners' training establishment at Hammondsworth, where we gleaned some of the secrets of examiner training, we were similarly threatened. In one of my first driving books I published and explained the examiners' official wording for the first time. Almost immediately I was called to task about this by the then chief driving examiner and charged with breaking the Official Secrets Act. I was content to remind him that if that were the case, then every examiner broke the Act forty times a week by using this 'secret' vocabulary in front of candidates. Nothing more was ever said.

Until 1956 most driving schools were operated as small private businesses with a school proprietor running five to ten motor vehicles from a high street, or back street, office. The only exceptions were those larger schools that operated on a national or regional basis. Exceptionally, of course, the British School of Motoring had flourished to become the largest private driving school company in the world. The reasons for the BSM financial success hinged dramatically on a number of successful law suits against the Crown at the end of the second world war which helped to pay for the freehold on virtually all their hundred and eighty assorted office premises in towns and cities all round the country. As a result of much of this additional largesse¹, BSM grew from being a nationwide driving school to a very large business conglomerate, BSM Holdings Ltd², which included an engineering College, a car hire company, an airfield or two, and many other diverse business interests. However the story of the British School of Motoring and how it progressed needs to be the subject of another book. Sufficient to say that it probably became the largest potential driving instructor training school and dual controlled car hire company in the world.

¹ Rumours circulated later that the total sum awarded to BSM by the Crown for broken contracts was in excess of four million pounds (in 1946-7). Whatever sum was involved it certainly enabled Stanley to buy the freehold of many of his school offices property all over the country. In 1980 they only had two offices that were not freehold, and two that did not have ground floor high street premises.

² The entrance foyer at BSM's offices contained a board about twelve feet by four foot wide, listing all the companies owned by BSM Holdings Ltd. I have always assumed that the sequence of take-overs that took place after 1982 excluded these additional assets.

I have digressed somewhat and need to return to the beginnings of change and to look at how they affected instructors themselves; rather than to the bosses who owned the schools but were not involved in any teaching.

Like hundreds of other instructors, in the late 1950s, I took both the RAC and MSA qualifying examinations and became a member, and then a committee member, of both organisations. However even though my peer group instructors were numbered in hundreds, there were thousands of other instructors teaching driving who held no qualifications at all beyond holding a full car licence themselves. Many others had never passed a driving test themselves, because they had gained their licences during the war or before tests became compulsory. I even know of a few who never possessed a driving licence at all. Whilst he was cleaning the windows at the school he was asked if he could drive, and was immediately offered a job as an instructor. He passed his own test about three months later, much to the surprise of the local examining staff.

This free-for-all came to an end with the onset of the Suez conflict in 1956, which introduced petrol rationing for the first time since World War 2; and brought with it, the suspension of driving tests (and driving lessons) because driving examiners were seconded to the role of petrol rationing officers³. Most of the larger driving schools simply sacked their instructors, whilst virtually all of the smaller schools closed down and these instructors also became unemployed. What may not be realised by today's instructors is that there was no such thing as home collection in those days. All pupils attended an office and waited in a waiting room for their instructor to return. Schools were run like launderettes, and probably many of today's laundry businesses are on the sites of old driving schools. Home collection and cut-price lessons were critical factors in the following years and certainly brought to an end the era of the medium sized – 'launderette' style of driving schools.

When petrol rationing ended in 1957 it coincided with Harold Macmillan's "*Never had it so good*" speech⁴, which saw the reduction in deposits on the purchase of new and

³ . Learner drivers were allowed to drive unaccompanied for the 18-month duration of petrol rationing 1956-7 and there was no role for a supervising driver, let alone any paid instructor.

⁴ Harold Macmillan was the Conservative Prime Minister who oversaw the post war boom in the 1950's following the years of austerity after the war. This famous speech in 1957 was a

second-hand motorcars. Former and new instructors saw the opportunity to buy their own cars and set up in business on their own; instructors who had previously been employed saw the opportunity for a larger slice of the cake to meet the new and ever-increasing demand for driving lessons. At that time a driving test was fifteen shillings (75 pence) and driving lesson fees had all naturally been at least sixteen shillings (80 pence). The cottage industry became the norm. It also saw the price of driving lessons drop from an equivalent of something more than the driving test fee⁵ to a figure slightly below it.

Driving lesson fees have generally stayed below the test fee ever since, with the gap ever widening. The test fee in 2001 is £37.50 and driving lesson fees generally vary between £10 and £18. A driving lesson fee today, based on common sense and reflecting full costs, would probably be more than £45 an hour; which is exactly what I paid my local plumber last week, and he only used a large wrench compared with letting me drive his van – badly – for an hour or so. Incidentally, in 1957 BSM instructors were paid a weekly wage of £3.10 shillings (£3.50) for a basic 32-hour week, at a time when the national average income was about £10 per week. Overtime was essential to live and was regarded compulsory for those who expected to remain in post.

Initially when driving tests first began there were no legal controls over, or requirements for, the training, examinations or qualifications for, those who taught driving. It was only following strong representation by the Motor Schools Association, through its then president, Sir Harwood Harrison MP for Eye in Suffolk, in the years from 1957 to 1962, that the format of an initial voluntary register was passed by Parliament. Although Harwood had done all the work (with the assistance of members of the MSA's Board) the actual early day motion, which kick-started the Bill into life, was approved on the 22nd February 1962 by the House of Commons, it was presented to the House by Will Old labour MP⁶ for Preston constituency. I was fortunate at that time to be sat in the Speaker's Distinguished Visitors' Gallery

turning point in post-war history, as it encouraged people to go out and spend, especially on British goods, which had previously been reserved for export only.

⁵ In 1958 the driving test fee was 15 shillings [75 pence]; whereas the normal fee for a driving lesson ranged from 16 shillings [80 pence] to one pound. Average driving lesson fees have rarely paralleled the level of driving test fees from that time. The current (2002) driving test fee is £37.50 whereas driving lesson fees range from £8 to £18 per hour.

⁶ Will Old MP was shortly afterwards involved in an MI5 spying scandal and resigned his seat.

overlooking the chamber, much to the surprise of many of my colleagues who were herded in the people's gallery. It was only many years later that I let slip that the Speaker had been my own local MP at the time, and his wife was my wife's head teacher. All I had asked for was a seat and was treated as a distinguished one – if only for a few hours.

The voluntary register continued on this basis until January 1970 when a sufficient number of instructors⁷ had qualified voluntarily, to warrant government compulsion of the Register. The growth of driving lesson business at that time was due to the post-war baby boom (the 'bulge' as it was called) as they passed through childhood and entered their late teen ages and early twenties and were ready and willing for driving lessons and car ownership.

It was also around this time that the proliferation of local associations of driving instructors began. The MSA plan for the voluntary register had been that driving schools should be registered, but by the time that the register was founded it only covered individual instructors. Until 1982 the format of the ADI examination remained the same. The theory examination consisted of five essay type questions followed by thirty multiple response questions. Successful candidates were then invited to apply for a practical driving test. Only when this was passed could instructors apply to take the third part. The theory test had to be changed from its essay style format as Supervising Examiners were not able to devote the necessary time required for marking them.

Today there are only a few 'employed' driving instructors in the traditional sense of the word 'employment', in the industry. Virtually all car-driving instructors are self-employed, that is, they work from home and operate under a localised, or sometimes an optimistic, trading name. However, a few truck and bus driving instructors (who may wish to remain outside the ADI examination and registration system, unless they combine car training with their vocational vehicle training) are actually employed by their appropriate training companies. The Driving Standards Agency is currently running a voluntary register of truck vocational instructors and intends to make registration (by examination) compulsory within the next three or four years. Many

⁷ The Ministry of Transport of the day insisted that the voluntary register had to contain a minimum of 12,000 names before compulsion could be agreed. This number was eventually reached in late 1969.

instructors combine the business of truck and bus training, as similar training and testing skills are needed.

Basic training in the industry begins at trainee instructor level; and training can also be needed and given to anyone who wants or has been told to lift their standards to grades 4 & 5 ⁸. Because the DSA lays such great store on the need for instructors to improve their gradings from a 4 to a 5, (less so from a 5 to a 6), most instructors see that by achieving a grade six accolade they will have something they can actively sell to their clients as proof of their teaching skills and abilities. Newspaper adverts often make reference to the fact that this particular instructor is a 'Grade Six'. Regrettably many more advertise the fact they are cheaper than anyone else around. It is also interesting to note that whereas the DSA grade instructors from 6 (top) down to 1, when they refer to their own staff they allocate them from box 1 (well suited for promotion) down to box 3. Box 3 denotes examiners who are considered unsuitable.

The more recent years of driver education can probably be dealt with more simply. Anyone who has been an instructor for more than ten years will be well aware of the changes that have been made to the way their earn their living and the ways their professional lives are being controlled. However in those years between 1957 and 1991 changes also took place at dramatic rates.

When, in October 1964, a total of 2008 successful instructors from the 3020 who took the voluntary tests in April and May that year, were told they had passed, they became the nucleus of the ADI Register and I am still vaguely proud of my ADI number 1,888. Curiously enough the two instructor and driving school representative bodies at the time, the RAC and MSA, were both against the ADI exams, as was the BSM, and advised their members not to join this new register. Instead they continued to negotiate, separately, for recognition of their own qualification, but not the other, instead.

The peculiar situation of the MSA appearing to support the ADI register through its inception to implementation and then being against it becoming compulsory is easily explained. When initial plans and details had been drawn up, the intention was to

⁸ DSA Supervising examiners grade instructors 1-6. Anyone who cannot achieve the minimum grade 4 has about three months in which to improve, or risk being removed from the register.

have a national register of driving schools, not instructors: and certainly not a register for instructors only. The writer, who had taken both RAC and MSA examinations before the ADI Register came into being, remains convinced that neither the MSA nor the RAC Register examinations were very taxing. Nevertheless organisation pressure held out, and when the Register became compulsory in the eighteen months following June 1970, those instructors who were in the MSA or RAC were excused from taking their Part One ADI examinations.

It was at an MSA Conference in Droitwich, in Worcestershire in February 1971, that a government offer to the industry on the future for trainee instructors was put and lost. The Ministry of Transport' Registrar, Bob Martin, proposed that for any new trainee-driving instructor to be licensed, he or she would need the support, and signatures, of four existing ADIs. The MSA Board of Management, who were nearly all 'driving school owners', voted against this because they felt that it would interfere with their opportunities to expand. Other instructors who wanted to train their spouses for the register also voted with the driving school owners. The proposal was rejected to the great chagrin of many single-car operators and, in my view, to the detriment of the industry.

Many non-represented ADIs regretted this decision at that time; and in the past thirty years the whole industry, except for instructor-training companies, has probably regretted it too.

NATIONAL ASSOCIATIONS

Amongst the associations which also started in those busy years between 1957 - the beginning of modern driving instruction — and 1980, various ones shone for a time and then most of them went down with the sun. However there were two success stories in 1957. First of all the Motor Schools Association founded the Institute of Master Tutors of Driving (IMTD), as a freemasonry-styled club for driving school proprietors.

The Institute of Master Tutors of Driving was formed by and from the 1957 Board of Management of the Motor Schools Association as an opportunity for respected driving school owners to have their own private institute to represent their views. Only school owners and senior managers were invited into membership. Part of the hidden thinking behind the institute was that it also served as a 'training ground' for future MSA Board chairmen. And when I was formally invited into membership of the Institute in 1968 it was noticeable that each IMTD chairman normally served for two years before moving on to become the MSA's chairman for a further two years.

The then leading figure in the industry was the MSA's Director General and President of the IMTD, Pat Murphy, who entered into a dispute with the MSA's retiring Chairman, Mr Frederick Spencer-Tucker, whose response to IMTD's initiative, was to form an 'instructor-based' trade association called the 'Association of Registered Driving Instructors' (ARDI) based at Spencer-Tucker's offices at Slough. In spite of the dispute, the two organisations ran alongside each other quite smoothly. Although ARDI was eventually dissolved it went through a series of metamorphoses before its members became the nucleus of Driving Instructors Limited. More of this later, but a few years later it eventually became the Driving Instructors Association.

However, throughout the late fifties and early sixties a number of other people tried desperately to extend the numbers of instructors professional associations. With the advent of the new Government Register in 1964, with Robert (Bob) Martin as its first Registrar, many local associations were formed by groups of local ADIs who found that by uniting they could advertise their expertise to the world at large. Ten local ADIs, including the local BSM manager founded the Southampton Driving Instructors Association, with myself as its voluntary unpaid secretary, in the first week of November 1964. We immediately held a meeting and agreed to advertise our joint

success in the local press in the form of a block advert. Such was the success of our efforts that we found it necessary to become an association with a formal constitution. It is probably the longest established of the local ADI associations, although later when they amalgamated with their neighbours from Portsmouth and District, I believe that it now continues under the name of the Solent Association.

Other local associations, federations, group practices, clubs and other variations of joining together for a professional image, sprang up at the same time and many more since then of course. A few putative National Associations were launched. Some lingered awhile, many barely scratched the surface or left a footprint in the dust of history.

One group was actually called the "*Proffesional* D I Association" (with two f's and one 's'). They didn't last long either.

Many attempts were made to unify those associations that did stay the course. Some instructors did it by joining all of them, seeking office and then working from within. Others tried it by calling meetings of all known chairmen, secretaries and officers at numerous venues including private houses, pubs, British Legions, and College premises. The only one that had any success was the National Joint Council. This was a direct result of the efforts of the IMTD and it succeeded mainly because of the threat to petrol supplies in October of 1973 during the potential petrol-rationing scare caused by war in the Middle East again.

One or two national groups were also courted briefly (with high class lunches and even cigars) by the Transport and General Workers Union in an effort to 'Unionise' ADIs. The union bosses, who included the famous Frank Cousins, did not appreciate that very few ADIs were any longer 'employed' in their sense of the word; and certainly that those who were employed had employers who didn't accept unions.

Today the IMTD still flourishes with less than 85 members who join on an 'invitation' only basis. At one time IMTD had nearly all the industry's leaders in membership, including, for a brief time, Denise McCann and Norman Radford, chairman and training director respectively, of the BSM. Miss McCann was a very forceful lady and is still revered at the Institute of Advanced Motoring of which she was one of the original founders. Photographs of her with various other dignitaries and other mementos still line their boardroom walls. It was almost certainly as a result of her

pressures that no other professional, working driving instructors have ever been allowed representation on the IAM's governing council either.

Stanley Roberts had met Miss McCann during the mid-1930s in her capacity as an interior designer of note. Their rapport was such that she was invited to join the BSM board and on Roberts' death just before the war she inherited his mantle as chairman and managing director. Stories about her and her methods of business are legendary, but I found her a sweet old girl really who, when I had to take her out to lunch on behalf of IMTD, put her hand lightly on my knee and surreptitiously slipped me a couple of twenty pound notes to pay the bill. I know that the IMTD's treasurer of the day, Ron Miller, would have died to see so much spent on lunch on IMTD's behalf, had I put in a claim.

One of Denise's early edicts in 1957 was that every BSM manager should take the IAM test and then make sure they were elected onto the local regional committee.

Another simple but effective rule was that if anyone complained they were sacked.

The IMTD still recruits its membership from across the whole spectrum of ADI organisations. But these days its influence is only exerted in the ADINJC that it helped to found. Nevertheless the IMTD still apparently provides a training ground for all the NJC's officers almost exactly in the same role it did for the MSA thirty years previously.

Gerald Nabarro, forthright MP and staunch motoring publicity pundit, was instrumental in founding the first ADI association to be built on solid business like lines. 'It has to be a business or else it will fail miserably', was his opening remark. 'You need to have a working committee with a chairman who is paid for his efforts.' was his second; and his final remark – which most unsurprisingly worked was "If you want me as chairman I shall require £5,000 per year". He then explained that this was just to cover his expenses. Driving Instructors Limited was launched at the Union Jack Club in London and became the first truly democratic national institution for instructors to operate using efficient, business-orientated, but still democratic principles.

DIL's Board of Directors were nominated from the floor at its inaugural meeting, and hinged on leading figures from the instructing world, and included Graham Fryer,

(now chief executive at DIA), Griff Mostyn-Jones (then NAADI), and Arthur Morris, of the BSM, who had risen from being a BSM manager to become deputy-managing director. The life of DIL was a very short but merry one. Shortly afterwards the BSM had changed hands. In 1971, with the onset of the ADI Register, and the need for compulsory qualifications for all instructors, Denise McCann had wisely sold her business to two bright, young entrepreneurs of the 1970's. Anthony Jacobs (now Sir Anthony) and David Haddon, breezed into the driver training business almost like a pair of asset-strippers, but they did change the business structure of the company quite remarkably. Instructors were required to become self-employed, except for staff instructors and some managers. Initially when the new bosses took over, the first thing they changed was the training programme. They expected to double the number of training cars within a year or two. Their success was obvious and soon BSM became the major training force for many future ADIs; when they headhunted me in 1976 as their new head of training my role was explained perfectly.

"We know we are training our future competition, so we don't want lots of well-trained instructors. We just want them to keep our cars safe and to stay with us until they have repaid their training fee loans". This was my brief. My role was to retrain their staff instructors into what was required by the Department of Transport. In 1980 the Inland Revenue began to look more closely at their guidelines about self-employment and within a year or two BSM looked at ways in which they could launch the BSM as a franchised operation. BSM even found another trading company to buy out. They bought the Spud-u-Like hot potato franchise to get to know franchising better.

In 1980 David Acheson, a franchise specialist and former UK boss of the Kentucky Chicken Company, replaced David Haddon as BSM's new managing director with instructions to make the franchising system work – and stay legal. He lasted about two years. Naturally there were almost continuous ongoing jokes about having a microwave oven inside each BSM pyramid on the roof of their cars to cook a chicken for pupils who passed and a spud for those who failed.

A slight digression about these pyramids is that Anthony Jacobs himself designed them, but they were fractionally higher than the boot space in the fleet of BSM's Triumph Dolomite cars. Second-hand car dealers soon became expert at identifying dimpled boot lids on cars from Engineering Educational Trust Ltd who were the single, previously registered owners: 'one very careful owner, but quite a few not so

careful drivers'. The first time a car plus pyramid was driven through a car wash it did seventeen pounds worth of damage to the pyramid and seven hundred pounds damage to the car wash.

Initially David Acheson tried to franchise individual branches as a private venture for individuals who were invited to buy them as a speculative business venture. Naturally this failed partly because the operators had no idea of how driver training worked, and in also due to the fact that at least half the instructor strength of any branch had to be fully qualified. BSM had always operated a very adept "flying squad" of Approved instructors who would go out to branches where Supervising examiners might visit. But this essential lifeline was no longer available under the branch franchise system.

Later, BSM tried again, this time in 1983, where all of the instructors were given individual franchises. Although the system has come into various forms of criticism, the freelance-franchise approach apparently still works; but who benefits most may be open to discussion. Even the AA the Driving School copied the best of BSM's franchise system when they opened their school ten years later.

Meanwhile the National Joint Council of ADI Associations had begun to make progress. The Council was formally launched at a meeting in Fulham on 30th October 1973, with HPC (Pat) Murphy as chairman and me as secretary of its initial steering committee. The founding member organisations were the MSA, IMTD, ICTD, (The Institute of Classroom Teachers of Driving, which folded almost immediately afterwards), the RAC, BSM and NADI (The National Association of Driving Instructors) and SADI (the Society of Approved Driving Instructors). These latter two organisations almost immediately merged.

As soon as the success of the NJC was noted, three or four local associations pressurised the NJC for wider membership by including local groups as well as major players. This was eventually agreed and local associations could join on a basis of 'one association — one vote', regardless of the size of their membership. Although this was seen as democratic it also meant that a vote by the delegate from a local group of twenty or so instructors had the same value as one on the national bodies. Consequently problems on representation arose. Indeed some organisations, such as the Institute of Classroom Teachers of Driving continued their representation even though they had long since ceased to exist. Then the RAC lost interest in ADI

matters at about that time and they closed down their RAC Register of ADIs, but their representatives stayed within the NJC. John Cowan, secretary of the RAC's register, was the first to admit that the sole purpose of the RAC in setting up its 1935 register had been the recruitment, through the instructor force, of new members for its road patrol service.

Probably because of the influx of smaller groups, and of the way the NJC's council re-elected themselves each year, the MSA also felt compelled to leave. So the BSM remained the only national organisation — (although they have never represented their franchised instructors by asking for their views) — which still stays to this day in the NJC. Incidentally the NJC later changed its title to that of the ADI NJC in order to gain alphabetical precedence in any listings of consultative bodies.

Driving Instructors Limited, in the format envisaged by Gerald Nabarro, did not last very long. But it did point the way to running a successful organisation. This factor was seized upon by one or two leading lights in the ADI world who had become disillusioned by the failed attempt to unite other factions. Two 'national' associations were from the north, The Society of Approved Driving Instructors (SADI) based in York, amalgamated with the National Association of Driving Instructors (NADI) in Manchester. Jointly they became known as NAADI, and then they also merged with the Motor Schools Association (MSA) in 1977. Pat Murphy, the then director general of the MSA, chaired the meeting, which was held at the Hotel Lily, Fulham on the 17th February 1977.

The combined Boards of MSA & NAADI passed a Motion proposed by John Jackson (MSA) and seconded by Graham Fryer (then with NAADI) that both organisations should merge their combined assets and membership. For a few hours the industry, for the first and only time, officially had one governing body. Sadly once again the merging association bosses reneged on the democratic decision of their governing bodies. Although the Motion had been carried it was never ratified. It soon transpired that potential loss of office, and possibly loss of face, and other personal benefits felt by some of the senior officers at the time were the real cause. NAADI closed down a few years ago with the ill health of its sole remaining director, Griff Mostyn-Jones.

The last, and quite notably the largest, of the national associations to be formed was the DIA. The Driving Instructors Association was launched on 1978. It had the initial financial support of an international insurance brokerage that specialized in re-

insurance of driving school vehicles⁹. From the very beginning it attracted many new members, especially trainee and newly qualified instructors

DIA was formed as a direct result of two separate events:

- The failure of the MSA and NAADI to merge in the early 1970s; and
- The partial success of the Driving Instructors Limited which was felt to be successful, but the structure of which was ahead of its time.

What had been envisaged by DIL was a proprietary company which would take care of all the financial responsibility, leaving the membership to control the political, technical and instructional paths. Accordingly the DIA soon attracted enough members to make it a viable success. The reasons why so many new ADIs joined is that they saw an organisation which is not governed by their competitors, or driving school bosses who wanted to keep control of the industry for themselves. They saw that the future could lie in the hands of the individual instructor. The DIA membership outstripped that of the MSA within two years. Later, in 1989, it moved to its own premises on the outskirts of London, and later moved to its present home in the industrial heart of Croydon, yet within easy reach of the M25.

It is also interesting to note that for a number of years the Driving Instructors Association, had repeatedly applied to join the NJC in its capacity as a 'national representative body, only to be refused. This was in spite of the fact that DIA's own membership strength was about 10,000 ADIs; greater than all the other organisations combined; and in spite of the fact that on a one member association, one vote, there was never any danger of them 'taking over'. The argument put forward for this refusal was that the DIA had asked for sight of the NJC constitution before paying its initial membership subscription.

The NJC's governing council still continues to rule the council as it always has; but its representation is limited. Apart from BSM their membership now consists of twenty smaller associations most with an average membership of twenty or so. Democracy is not quite the order of the day there; one organisation has only one vote; and new members are not allowed to stand for office until they have been in membership for some time, and each successive chairman and officers are apparently confirmed in

⁹ Re-insurance in this case meant that the vehicles were insured initially with a very high excess payment in the case of any claim. This excess was then re - insured. This system allowed for better premiums than were available elsewhere.

office by the outgoing council, who expect to be voted back in en-bloc.

Nevertheless the NJC training policy has paid off, and many instructor trainers have been through the training courses first begun in 1977. At one time the NJC briefly flirted with the idea of recruiting individual membership, but dropped this when it met with no real success. At the end of 2001 it has been suggested that they try to recruit individual instructors again, but no details of representation or fees is available.

Initially the NJC seemed to have inherited the MSA's habit of social and national conferences although it could be that the IMTD's influences on the MSA are now shown influencing the NJC in this instance. Before 1980 all national instructor conferences were usually convivial family affairs culminating with the re-election of the same old gangs. But these were changed and events took on a much grander scale; and they were working conferences and exhibitions instead of jolly days out combined with a few working sessions.

National Conferences and Exhibitions on the scale of Drivex, held from 1983 to 1994 at Wembley, Silverstone and Donington, had never been known before; but they brought a whole new perspective on view. Previously national organisations had fought to have their own committees' standards of quality imposed on members. The DIA opened its membership to anyone who wanted.

Trainee instructors were accepted because it was recognised that they needed more help in their first few months of qualifying than at any other time. The DIA also brought a fresh look at management by committee. At every annual general meeting the voting for the new General Purposes Committee takes place 'from the floor'. All those who stand have an equal chance of being elected, with no question of waiting for 'Buggin's turn' for office. Each newly elected GPC then elects its own chairman and secretary for the year and the committee are allowed to get on with their roles of representation of members' views to the DIA executive, to the DSA and internationally, to and through, the IVV (The International Association for Driver Education). Perhaps the DIA's greatest 'unsung' success has been its range of training publications. These range from the Driving Instructors Manual which is the only loose-leaf book of its kind. It covers the whole everything that a driving instructor should know coupled with the benefit of a regular up-date service so that copies do not go out of date with each change of law, pricing or regulation.

In the early 1980s the MSA also went through its own cathartic change. By 1970 it had prospered enough to purchase its own substantial premises in Fulham, SW6, valued in 1980 in excess of £120,000. The block of four separate offices, toilets and shower facilities, eight separate garages and a training school capable of seating thirty students, had been bought for £4,000 ten years earlier. However, through lax control of its business and insurance advisers, the MSA's Management Board, between 1976 and 1979 had allowed two people, one on the MSA's Board and other its recommended insurance broker, the freedom to set up a secondary business, called the 'Motor Schools Agency', by 'passing off' as the MSA. This partnership took a few financial gambles, including an expensive magazine which failed. As a result the MSA, found itself owing an initial sum of more than £40,000 which increased monthly as legal costs and interest fees mounted.

Unfortunately for me, in many ways, 1980 was the time I was invited to replace Pat Murphy as the MSA's Director General. Pat's excuse for early retirement had been his ill health; this was almost certainly exacerbated by the knowledge of the debt. I assumed he had been aware of the financial crisis that was looming and chose to hand over the problem for someone else to discover and solve.

It was twelve months before I first became aware of this potential debt, and of the role that the MSA might be called on to play. I was forced to take legal advice to prevent facing a long, involved and very expensive court case that we had been told we would win, but the litigants involved might plead bankruptcy to avoid paying their costs and any damages. I supported a proposed merger of the MSA with the DIA. The hope was that this would have allowed the combined association to settle the MSA's debts and yet still keep their assets safe. This would also give a free rein for a joint Motor Schools and Driving Instructors Association to control the industry with a common board of management. The proposal even had Department of Transport support, and may well have allowed control of the ADI Register to be in the hands of instructors, in a similar way that the Law Society and the British Medical Association have control over their respective professional members. However, the MSA's board was persuaded to stay separate from the DIA; and I moved to the DIA in the hope that the MSA might still change its mind in the interests of unity and saving the assets.

As a result of the potential for a substantial court case, the MSA were advised to settle out of court and sold their premises for £71,000. Most of this was eaten up in

legal and settlement fees, and they moved to rented premises in Stockport under the two-man business partnership of Jim Bennett and John Lepine which lasted a few more years, before Jim dropped out, and John took over as sole general manager. In his capable hands the MSA has continued to flourish; and John has proved an excellent leader of the MSA.

However, in comparison, the DIA has grown both in size and capability even more dramatically. Driving Magazine, and Driving Instructor, were and still are unique publications, with international recognition. The DIA was able to use the power of its huge membership, and went outside the industry to obtain independent ratification and moderation of new examination standards and status. The Diploma in Driving Instruction has also been a remarkable example of the DIA's national and international success. The DipDI was conceived in 1981-2, developed and then taken to the Associated Examining Board and they accepted the idea. Within eighteen months the first series of examinations was held; seven years later I was one of a team negotiating with Middlesex University to have the Diploma accepted as a foundation year's points credit towards a degree – and higher degrees in Driver Education. On this level at least professionalism is already obtainable within the industry through accepted academic routes.

Nearly eighteen years after it was launched, with thousands of successful Diploma examination passes, the Assessment and Qualification Alliance – is very interested in changing the style of the Diploma examinations to suit more clearly the needs of the 21st Century. Details of some of these suggested recommendations are shown more fully in appendix three of this project.

Had the Register of Approved Driving Instructors been a register of driving schools, as so many driving school owners demanded in 1962, perhaps the history of driver training in Britain would be completely different. Certainly there would have been far fewer than the 30,000 plus instructors around at the turn of the 21st century. But whether the whole business would be franchised, as the BSM tried to do in 1980, with non-ADIs operating large branches in each town; and smaller 'group practices' of Instructors working together we shall never know. But the path to professionalism in one form or another has re-vitalised and re-generated the industry in a form that Stanley Roberts would never have understood in 1910

THE INDUSTRY TODAY

The estimated total membership of the two national trade organisations in April 2001 runs currently at:

DIA 9,560; and the

MSA 3,760¹⁰.

However there is a considerable amount of cross membership too. There are probably about 11,500 ADIs who belong to one or both. Although DIA publish their membership total regularly up-dated according to bank receipts or direct debits, other organisations are often reluctant to state their actual paid up membership. This is natural of course as they hope to gain more influence with the DSA by quoting maximum numbers; but when annual financial returns are made at AGMs it is relatively easy to check the veracity of membership statements.

More recently two other national organisations have been formed. They are the ADI Federation, based in Northamptonshire with a membership slightly in excess of 500; and the Association of Driving Instructors Business Club, based in Bradford, which claims 2,800. The Federation has never been offered consultative status, whilst the Bradford group had their consultative status removed in 2001, possibly because their membership figures did not match their claims.

There are probably less than 15,000¹¹ instructors in the country, whose sole full time business is teaching driving. Some do it part-time in conjunction with another job (Fire service, Police etc); others are retired and give part-time tuition only as a means to supplement their pension. Very many would like to work full-time but cannot get enough business. So their part time status is very much an involuntary one.

Promotion, such as is found in academic, commercial or business life, does not exist in the driver training industry. And this is the crux of the whole problem presently facing the industry. Once an instructor is registered as an Approved Driving Instructor he or she may remain on the DSA Register until they choose to retire.

¹⁰ Membership figures have remained relatively constant over the past 25 years. Numbers are based on association statistics given to members at their respective AGMs in 2000.

¹¹ The ADI Registrar recently suggested a figure of 13,500 as a realistic assessment of those teaching in the L market, on a full or part-time basis.

Although there is a legal requirement to be re-tested every four years or less and to pay the re-registration fees, nothing else is required. However quite often the reason given for not renewing their licence is that quite a large proportion of instructors cannot afford the four-yearly renewal fee (£200).¹² This has to be paid before the expiry of the existing certificate for instructors to remain on the Register. Those who fail to pay by the due date are removed immediately. This makes it illegal to teach for money or money's worth from the date they forgot to pay their fee. Anyone caught doing so can be prosecuted and is then not allowed to rejoin the Register for a period determined by the Registrar, as 'not a fit and proper person'.

Only a very few people can claim to have the entrepreneurial skills to establish a large school. They need to control (using franchised instructors who are not legally 'employed' of course) a dozen or so cars. In practice many of those who follow this path never qualify as instructors themselves. They use their management and business skills to greater effect instead. In many smaller cases they simply act as an advertising, recruiting and booking agency, whilst the instructors provide their own cars, but all working under the same localised school name. In other cases, such as the BSM or AA the Driving School, all the cars are supplied, and replaced regularly, however, the instructors, once they have taken up the franchise, are often usually responsible for finding their own clients, and bookings. Those customers who apply to local offices for lessons are normally allocated to newly franchised operators, in order to begin their 'book'.

Nevertheless once instructors have qualified and have decided to stay in the industry, many options exist for them to gain additional status – and the potential for extra business – provided they are willing to look for and take these opportunities. In some cases this is purely for their own benefit as part of their desire to become better instructors, or to learn more about the trade, industry or vocation they have selected.

Every year more than two and half thousand new instructors qualify. A similar number leave. However, once they have qualified, many of these 2500 or so¹³ new

¹² The DIA is currently negotiating with the DSA to accept Direct Debit payments from instructors for their renewal – say £25 every six months over the four year period. This would be mutually beneficial to ADIs and to the DSA's cash flow. It could also give a more realistic assessment of working ADIs.

¹³ The number of instructors holding a trainee licence at any one time varies slightly between 1,550 and 1,600. (DSA figures December 2000).

instructors face the prospects of paying sums of up to £350 per week for being part of their particular training company's erstwhile franchise system. The franchise fee can often cost more than the new instructor's gross income. The franchise conditions are fixed – usually for a year – with very strict conditions imposed preventing instructors from leaving the franchisor or of continuing to work in the same locality as an independent instructor. Needless to say, those who have failed are still required to pay back their various loans borrowed to pay their training fees.

Most successful instructors eventually see their only path to business success is to set up on their own. There is very little profit in working a franchise, although there is not always a lot more gained by working independently, until it is possible to charge sensible fees. Indeed many franchise holders leave the industry at the earliest opportunity because their fees and other running costs are greater than their earnings.

Although there is a very low success rate of potential instructors making it through to full ADI status there is a tremendous business potential in training new instructors. Indeed many driving schools have completely abandoned the business of teaching learner drivers because it is so much easier to get money from those who want to teach driving. New learner drivers are unwilling to pay more than two or three hundred pounds for their training. But those who feel they would like to teach driving are easily parted from sums of two or three thousand pounds, because they assume they will soon get their money back. Sadly many do not even get past the first two stages. According to statistics supplied by the ADI Registrar, at least 30,000 would-be instructors begin some sort of training every year. Nearly all of them fail at the first two fences and never try again. However those whose business is in instructor training continue to flourish at the failed trainee's expense.

The latest attempts by the DSA, following on from the failures experienced with the attempts to control training of instructors through the NJC in 1979 and the two separate Instructor Training registers ADITE (The approved Driving Instructors Training Establishments) and DIARTE (The DIA Register of Training Establishments), may finally be successful. At last, twenty-three years afterwards, there is the glimmer of real hope for progress. The two bodies have merged to become a single body, ORDIT, the Official Register of Driving Instructor Trainers, and it is anticipated that all trainers – as well as their premises – will soon be registered and monitored.

The ADITE register, supported by the MSA and the BSM, was content to register premises – provided at least a proportion of those involved in the actual training given by that establishment had been tested.

The DIARTE register, supported by the DIA, required the official instructor training register to test and name every individual ADI involved in training. All individuals on this separate trainers' register had been examined, supervised as needed, and found suitable.

As the industry enters the 21st Century with computerised theory testing for both learner drivers and instructors alike there is a desperate need for unity in the industry like never before. The current climate for creating better forms of continuing professional development (CPD) for all instructors will require all ADIs who intend to remain in the industry to change the way they operate their businesses. This will also affect the way that new trainee instructors are recruited, trained and encouraged to become more professional.

Because of the current pressures for openness in all government matters not only are learner drivers (and their instructors) given every detail of the requirements of the driving test and a detailed verbal and written debriefing of what they did wrong; they are also given (well sold by the DSA) all the answers to their theory examinations before they begin to study.

One thing is certain, since the DSA has started selling its training and testing books they have made a lot of money from them; especially those giving answers to examination questions. This is in direct contrast to their first four years of operation when the DSA lost six million pounds – as a monopoly.

This does beg one straight question however:

When I first became a professional driving instructor over forty years ago my own pass rate was always around the 85-90% rate. I never let anyone take the test unless I was convinced they would pass. For many years the national pass rate for all instructors, most of whom had never read any books, been on any courses or even dreamt of visiting Cardington, was 49%. How can it be that today's instructors, knowing all they do, and with all possible help find their current average pass rate is now 42%?

The following fully detailed marking sheet given to pupils and ADIs must surely help in some way. It will be interesting to see if the pass rate improves as a result of it.

THE FUTURE OF THE PROFESSION

Continuing professional development is the stated aim of the Driving Standards Agency. Currently they are expecting CPD to supplement or even replace check tests as a means of grading instructors. However precisely what form this CPD will be required to take is a matter for conjecture.

CPD can mean whatever you want it to mean. And when associations talk with the DSA it is obvious that they have open minds on the whole subject. About the only fact the DSA will disclose at this stage is that they want the industry to determine what they can find out for themselves, and what the various national organisations can offer to their members in the way of continuing professional development.

It could mean that an ADI who attends an annual or even a biennial conference, will satisfy the needs of the DSA. Or it could be that delegates would need to acquire a certificate of satisfactory attendance to qualify. At the other end of the scale are the various external training, testing and qualifications that are available which will be required.

A recent research programme undertaken for the Driving Standards Agency by the Ross-Silcock¹⁴ and B.I.T.E.R.¹⁵ group, highlights part of the deep malaise that has

¹⁴ The Ross Silcock Report was commenced at the beginning of this research project; some details of the report were made available (under embargo) during 2000.

affected the industry for more than forty years. There are quite a few good instructors who are very well established and who are able to cope with the challenges besetting the rest of the industry. Without a great deal of formal business advertising they always maintain a waiting list of pupils. They also tend to charge more for their lessons. But many more instructors scarcely cover their business costs – a factor they sometimes only realise when they have to replace their main tool of their trade – their motorcar. They fail to cost out their lesson prices, relying on charging a pound or so less than their nearest competitors. Later they find they cannot afford to replace or repair their cars, and face two options: to leave the industry or to struggle on with an unreliable vehicle. A sequence of breakdowns on lessons or test will create a bad effect on the school's name and precipitates its downfall anyway.

During the summer of 2000 Ross-Silcock¹⁶ leaked a few statistics suggesting that the *'average instructor is middle-aged, finds it difficult to earn enough money to make a good living and holds little in the way of additional qualifications'*. However those who are busy are more likely to hold additional qualifications – and those who hold higher qualifications are more likely to be busy. Those instructors most likely to be available to answer telephone questionnaires are those who are not busy. On the statistics issued, and bearing in mind that all the surveys were carried out during daytime interviews over the telephone, there is a general degree of scepticism shown by various trade organisations into the validity of the survey. Instructors who are busy are unlikely to be at home during working hours. The publication of the full report has been eagerly awaited.

My own experience (whilst I was general secretary of the Motor Schools Association of GB, [1980-84]; and as general secretary of the Driving Instructors Association [1984-1994];) consistently indicated that about one third of those instructors who were members had taken, were taking, or intended to take in the very near future, some form of additional training and gain higher qualifications. The figures shown in response to questionnaires sent out or published in magazines were always much higher; but the weaknesses of these kinds of statistics are that they only show responses from those willing to take part.

¹⁵ British Institute for Transport Educational Research. This body was originally set up by the Japanese motor-cycle industry to help train (and sell motor-cycles to) new riders at schools and colleges.

The training options ranged from courses arranged by the Associations as part of their national and regional Conference programmes, through Diploma in Driving Instruction, to a City & Guilds 730 series Teaching Certificate. Some courses and training programmes were practical, following the vocational route; others were more concerned with the academic route; although, naturally, there is a need for a combination of practical and theory enhancement.

Choices available

The opportunities for additional qualifications currently available to instructors include the following:

- **Cardington Special Driving Test** - although there are no specific benefits for this, the 'kudos' of having been tested at 'Driving Examiner' level and knowing more detail and understanding about the examining system has its own advantages;
- **National Vocational Qualifications** - although these have had a very poor reception in the industry so far¹⁷;
- **DSA - ADI Trainer Qualification** - for those instructors who are involved in training new instructors, these courses are currently being revamped under a combined DSA and Instructor Organisations initiative ORDIT; It is hoped to make them compulsory later this year.
- **DSA - Fleet Driver Qualification** – for those working in the fleet market (assessing and advising experienced company drivers); a voluntary register is on stream with a number of training courses being trialled. The DSA is also setting up its own alternative examination based around the Cardington test and two other parts;
- **Diploma in Driving Instruction** - it is not the possession of the AQA Diploma which gives it the greatest benefit, it is the knowledge gained in studying that proves the value of the scholarship involved;

¹⁶ The 'Ross Silcock study into the Driving test and Lifestyle of driving instructors' was conducted in 1997-9, and has been released for publication.

¹⁷ NVQs have been very slow to make their mark in the driver training industry. Some argue that the ADI examination itself is a national and vocational qualification. Once instructors have paid £2000 or more to train and qualify they are not keen to pay further sums to be externally assessed 'on the job'. However this may change.

- **Teaching Certificates** – such as those issued by C&G(LI) or by local City and County Councils and include Certificates and Diplomas in FE;
- **Middlesex University Certificates, Diplomas and Degrees, and post-Graduate, Courses** – these programmes are still in their infancy having only started in 1995. Nevertheless a number of Masters and Bachelors degrees have been awarded. Again no immediate benefits can be mooted; however the credibility factor both from peer groups and clients is enormous.

This list is naturally not exhaustive; but it demonstrates those areas in which I have any personal involvement. At the time of writing I have been made aware of the extension of a new government scheme for additional training of selected driving instructors who will carry on the role of trainers for the National Driver Improvement Scheme¹⁸. (NDIS). This will be a path that many may wish to take.

At the moment the NDIS operators will recruit any suitable ADI who is willing; however the payments are not truly competitive and long delays often occur before they are made. However the current NDIS policy of selection by cheapest price may probably change, as the Scheme becomes a more popular path taken by Police forces in their efforts to curb those who drive without due care and attention. The DIA is currently trialling courses for suitable instructors – through the combined Fleet/Corporate and NDIS DIA series of Training Courses which were first validated by the DSA in April 2000.

The outline 'Ladder of progress' – or 'Pyramid of success' as I have chosen to accept it now to be – open to instructors is demonstrated as a 'Pyramid of Success'. Many of the various stages of extended continuing professional development have been around for many years; others are growing in popularity and recognition. Some, like NVQs, have been hovering around for a number of years, but they have not yet become properly established as a viable proposition for self-employed instructors. There will certainly be further qualifications available as the role of the driver trainer expands to fill the needs of the Health and Safety at Work Regulations, and to meet government demands for safer drivers at all levels.

¹⁸ The National Driver Improvement Scheme offers re-training as an option to some drivers who have committed driving offences and who have been offered training as part remission for their punishment. Those who refuse are fined greater amounts or may lose their licence. The training is minimal and consists of 1½ days theory and practical training, but often three candidates per car.

As with any promotional pyramid¹⁹ there can only be relatively few, from the thirty-five thousand people eligible, who are able and willing to reach, or are capable of reaching, the higher echelons. Nevertheless anyone who wishes to do so can make their best endeavours to achieve whatever success for which they are aiming. All that is needed are inspiration and motivation.

¹⁹ I have been involved in conversations suggesting that the pyramid is more likely to be ship's decanter shape, with a very much narrower neck than the top of a pyramid. But who would want to climb a ship's decanter?

The Cardington Special Driving Test

The special driving test at Cardington was first established in February 1976 as an attempt by the then Department of Transport, in conjunction with the national driving instructor organisations, to improve the standards of individual driving instructors. This was the first mutual attempt by the Driving test organisation and instructors to help bring about higher levels of instructor qualifications. The first tests were conducted in March 1977, one month before the Driving Examiner Training Establishment was formally opened in April that year. The pass standard was based on the practical driving test that examiners are required to pass after their initial two weeks' driver training course.

These efforts were followed a few years later, in 1983, by the development of the much more demanding written theory examinations, leading to the joint AEB/DIA Diploma in Driving Instruction.

Nevertheless, nearly twenty-five years later, the Cardington Special Driving Test is still acknowledged as the stiffest 'A' level practical driving examination. And it has been readily accepted in the industry as the national standard against which all other advanced tests need to be measured.

Background to the Cardington Test

The Cardington Driving Test is unique. It may only be taken by Approved Driving Instructors and it has been determined as the highest standard of driving test available to professional instructors.

The format of the test was originally conceived at a meeting between representatives of examiners and instructors, held in November 1976, at the instigation of the then Chief Driving Examiner Bill Smith.

Mr Smith invited two representatives of the Driver Training Industry, H P C (Pat) Murphy, Chairman of the National Joint Council of ADI Organisations and Director

General of the Motor Schools Association; and myself as General Secretary of the NJC and Secretary of the Institute of Master Tutors of Driving.

The result was the development of an ADIs' Advanced Driving Test, using the Examiner Training Staff and the Department of Transport marking system. It is important to remember that until this time no instructor had had any official access to this; and I well remember Pat and myself, walking through the corridors of the newly-opened driving examiner training establishment and reading the various examples of standard write ups of errors made and details of why pupils fail. We also left each with our own personal copy of a form DL25 and the training course notes. These days ADIs are given copies of the new revised versions of the marking sheet often even before examiners receive them

During the following four months Pat & I met regularly with Kenneth Hester, Deputy Chief Driving Examiner responsible for both Examiner Training and the ADI Register; and John Alexander, Chief Instructor at the Department of Transport's newly opened Driving Establishment and his deputy, Ken Walkden, to devise an acceptable format for an advanced driving test which the best and most experienced ADIs could reasonably expect to pass. This was initially set at the same level as that expected of driving examiners after two weeks training.

The first tests were conducted in March 1977 and both Pat Murphy and myself were successful. The target audience was any ADI who was actively involved in instructor training. However following a poor pass rate (only one out of the next nineteen applicants was successful) and further discussions the pass level was lowered to what has become known as the "Two-fault Test". In recent years the test has been open to all Approved Driving Instructors regardless of why they wish to take it. A four-year re-test system exists for those who wish to confirm their skills.

PERSONAL



Department of the Environment TRANSPORT
2 Marsham Street London SW1P 3EB

Direct line 01-212 3044
Switchboard 01-212 3434

Mr E P Russell
19 Shalea Road
Bitterne
Southampton
SO2 5NQ

Your reference

Our reference

DML 22/9/05

Date DML 36/8/08

8 March 1977

Dear Mr Russell

NATIONAL JOINT COUNCIL TUTOR TRAINING COURSE

I am pleased to be able to tell you that the report on your special driving test at the Driving Establishment on 1 March 1977 shows that you demonstrated a high standard of driving competence, have a knowledge of the principles of good driving and possess the ability to apply them.

Yours sincerely

B A K HESTER

Deputy Chief Driving Examiner

DSA INVOLVEMENT in the Extension of DRIVER TRAINING and the Introduction of Continuing Professional Development for ADIs.

Over the past year or two the Driving Standards Agency has now become more actively involved in ways in which driver education can be brought into the school curriculum for under-seventeens. They are only touching their toes in the water at this stage; their involvement consists of sending driving examiners into schools on odd occasions for short question and answer sessions with teenagers, ostensibly to demonstrate the human face of the driving examiner. More productive ways of introducing driver education to the under seventeens as part of their ongoing 'Driving for Life' education, may well be needed; I am sure that better methods will be shown that involve positive training.

At another level the DSA was urged by the Roads Minister to find ways in which C.P.D. would be made more acceptable to the driver training industry²⁰ at a cost that was still acceptable to working instructors. Previous efforts by the DSA to carry out this work by themselves have failed dramatically, not the least because of the very high fees charged by the DSA for their staff and services. The DSA's normal conference or seminar prices of £150-£250 per day priced on an at-cost basis, contrast badly with national Trade association equivalents which are more usually priced at £25-£35 for a whole day including meals.

THE POTENTIAL FOR NVQs for ADIs

Nationally for the past thirty years there has been a proliferation in national vocational qualifications including the introduction, thirteen years ago, of potential National Vocational Qualifications (NVQs) at level three in driving and driver training.

Unfortunately NVQ growth in this direction was initially directed by the LGV and the PCV market places. Car driving instructors need, by law, to be registered with the DSA; but so far, instructors who teach on vocational vehicles (trucks, mainly LGV and PCV)²¹ are the only ones who can normally find 'employment' and with it, the

²⁰ Quoted in TOMORROW'S ROADS – SAFER FOR EVERYONE DSA 2000

²¹ Large Goods Vehicles – over 7.5 tonnes in gross weight or MAM (maximum authorised mass) and Passenger Carrying Vehicles – buses and coaches. Formerly known as HGV and PSV. The names were changed to suit EC requirements and understanding.

opportunity for employers to pay for additional training, qualifications and skills of their instructing staff. There is no current compulsory Registration of bus or of truck driving instructors – yet.

The Bus & Coach Council state there are approximately 120 PCV instructors who are employed in the Bus and Coach industry. Because bus drivers and other personnel in the bus driving industry are able (and are often required) to take NVQs, there is a strong desire by bus and coach employers to enforce NVQs on those of their staff who train bus drivers. In its infinite wisdom the General Council for NVQs had insisted that any NVQ in driver training must be applied across the whole range of driver training. Naturally car driver training involves the greatest number of instructors (about 29,500 plus 1,500 trainees) compared with less than 500 in the bus industry and 950²² in the truck industry.) Consequently for more than eight years the Bus and Coach Council has been pressing the remainder of the industry for NVQs at level 3 to be made available for all driving instructors regardless of the type of vehicle in which they teach. Unless the B&CC achieve this aim they cannot receive the financial and educational backing they require from GCNVQ to continue with their own plans.

Nevertheless the guidelines for NVQs in driver training have been discussed and studied at length²³ and no doubt will continue to do so. The current position (at the time of writing – February 2002) is that the **TRANSfED National Training Organisation**²⁴ (a trading arm of the Bus and Coach Council) had been appointed as the NTO for NVQs in the driver training industry by the Government and it is still attempting to carry out a Driving Instruction Standards Review in relation to the whole industry. (Discussions commenced in 1988, however the last previous meeting scheduled for January 2001 has been held over for more than a year.)

²² There are no official figures available, but these are DSA guesstimates. No one is sure of the total number, as no records of those who train on vocational vehicles need to be kept.

²³ **Note:** In my application for accreditation for Prior Learning I drew attention to the fact that I had been involved in laying down the standards required for National Vocational Qualifications at level 3 for car driving instructors. I was one of a working party of seven specialists; I drafted the requirements for cars; three more were concerned with motorbikes, trucks and buses. The other three represented the DfEE, the DETR, and the General Council for NVQs.

²⁴ **TRANSfED** (sic) are currently reviewing all their Occupational Standards and Qualifications. I have been asked to represent the views of car driving instructors on this new (1998-2001) working party. Although at the time of presentation (April 2001) the whole subject had become moribund, I shall keep this project up-to-date on what is happening.

There is no doubt that NVQs for driving instructors will eventually find their place in the industry. It is recognised that both the previous and present governments were in favour of national vocational qualifications as a replacement for old style apprenticeships or no qualifications at all. The weakness in the TRANSfED proposals has been that all their assessment criteria are based around the needs of a bus-driving instructor. Bus Instructors' clients already hold full driving licences and need to be experienced drivers before they start their training. Consequently there is less need for basic instruction in vehicle control and road procedure that are the cornerstones of learner driver training; and much more specific training in bus vehicle handling skills; and, more pertinently, present NVQ assessments are based on satisfying employers' needs. With self-employed instructors one further stumbling block has been – *"Who sets these employers' parameters?"* If self-employed people lay down their own standards of acceptance, it means these standards will automatically be met, even if they are ridiculously low. This impasse is still being debated, with further meetings scheduled for sometime beyond Summer 2001.

During the time that I have been actively involved in the discussions on NVQs (from 1988 to date) the only apparent take-up by those in the car-training segment of the industry has been in those instructors who want to gain a personal NVQ "Assessors" qualification²⁵. A number of car driving instructors have already taken D32 and D33 Assessors' Courses and been awarded these qualifications in the hope that they may become assessors of their peers. However there has been virtually no real interest of the level-three qualification itself in the car instruction world. There is no doubt that this is essentially through lack of willingness of self employed people to be assessed by their peers; naturally time and costs factors – three months and more than £500 in fees alone, are often quoted as the minimum – are also great inhibitors.

One serious setback to the development of NVQs at level three, (and which may have had an effect on the cancellation of the January 2001 meeting, still not reconvened), was the award of NVQs to three trainee instructors, none of whom had yet been able to pass their part three examination. Fully qualified and experienced

²⁵ At the last meeting with TRANSfED the number of ADI s currently holding any NVQ Assessors' award (D32 or D33) was given as less than ten. The number of car driving instructors holding an NVQ level 3 in car driving instruction is still nil. However a number of instructors are still waiting to see what is happening before committing themselves to the time and additional costs involved.

Approved Driving Instructors instantly saw this as proof that the NVQ certificate must have a lower level of acceptance than that of the DSA's examinations. The trainees concerned were being prepared for their registration examinations by a non-ORDIT registered training body. The ultimate effect of this action has yet to be seen.

Although it may be that the benefit of NVQs will eventually be seen by those who dislike examinations and therefore may be more willing to be subjected to the spot-check style of the NVQ assessments, my instincts tell me that those who dislike examinations, or are not prepared to risk taking them for fear of failing, will equally dislike the idea of an assessor coming to visit their home and sit in on their driving lessons to 'examine' the quality of instruction given.

There is certainly a perceived need for this antipathy towards NVQs to change in the next few years, as driving instructors recognise the potential for a dual-track option. My own views have also changed as a consequence to continuing discussions with those involved in the broader streams of education. I now see some benefits that can accrue to self-employed people who will probably never change jobs, and yet who will not want to take the academic route to self-improvement. Those with a more academic bent will still remain convinced of the benefits of the "training course, followed by a professional examination and qualification" route; whilst the less-academic, more practical vocational route of NVQs will prove more attractive to those who are less capable or prepared to take written "A" level style examinations. However this is much more likely to happen if some form of motivation can be brought into the industry.

INTERNATIONAL INTEREST AND AWARENESS

Changes that are happening in the United Kingdom driver training business are of great interest to many other countries and their driver training authorities. It is my privilege at this stage to be one of two British representatives on a European Union and CIECA (The International Association of Driving Test Organisations) joint working party on the extension of driver training programmes for new drivers after they have passed their initial practical driving test. There is no doubt that the decisions of the European Union will eventually require driver training to be a continuous process, rather than something that ends with the removal of L plates.

One of the outstanding problems currently facing the driver training and testing industries all over the world is that whilst drivers are living in a world of IT and modern training methods, professional Approved Driving Instructors and even Driving Examiners are still working in a cottage industry. The essence of the problem (faced by this project) is that ADIs are not always able to see the benefits of further training; unable to devote sufficient time and money to Research & Development; and – as yet – are unlikely to benefit financially as a direct result of taking any pertinent additional higher and further qualifications.

On the other hand an interesting quote was received by e.mail last year from the "United States Industry Conference 2000", held at their annual Washington Conference in January 2000; this stated:-

"That the same people whose VCRs have been flashing at 12.00 for the past decade are now going to be driving cars with Global Positioning Systems navigational aids, onboard Internet, Heads-Up Display units on the windscreens, and doing this on roads that are wired up for information display and road pricing toll systems.

"Who is going to re-educate them?"²⁶

²⁶ Conference Report of the US Transportation Research Board, based at Washington DC January 2000. (Hosting 8000 delegates from around the world. With 3000 committees dealing with everything from road surfaces to driver education.) As published in 'Traffic Safety Village News' - January 2000 A free monthly news bulletin from Drivers.com. by Dan Keegan PDE

This report further stated:

Conference Report of the US Transportation Research Board

With the rather ominous prospect of information befuddled drivers on the horizon, the Transportation Research Board is gearing up for a large-scale effort to find out more about drivers' capabilities and what kind of preparation they will need for vehicles and roads of the future. At the Washington conference, the committee on Vehicle User Characteristics identified several areas for research attention:

OLDER DRIVERS – by the year 2020, drivers aged 65 years and older will account for more than 20% of the U.S. driving population. It will be important to know more about how they handle the upcoming changes and how life can be made easier (e.g. with larger road signs).

YOUNG DRIVERS - Due to the "baby boom echo", this age group will also increase as a percentage of the U.S. driving population. Researchers will focus on graduated licensing systems, mobility needs of young drivers, and the effects of age on risktaking behaviour.

DISABLED DRIVERS - There are currently about 750,000 disabled drivers, and this group will also increase in numbers. But they will benefit from technological changes in vehicles and better rehabilitation facilities. As vehicles move from mechanically linked controls to electronically operated, special needs will become easier to accommodate.

However, the Vehicle User Characteristics Committee observed that, although technologies can make life easier for drivers and other road users in the coming decade, complacency and loss of "situational awareness" are seen by safety researchers as potentially serious problems.

An interesting feature of the above report is that the full details of this and similar reports are now put onto the web, and sent out as e.mail within hours of publication.

DRIVER TRAINING IN THE 21ST CENTURY

Some of the more forward thinking driver trainers are already changing, or trying to change, by increasing their range of qualifications to face modern testing methods and, at the same, time to increase their income potential by widening their range of clients.

Historically, the role of the driving instructor is assumed to have been to help learner drivers to pass a minimal driving test. End of story!

Nevertheless, today, 'Driver Education' is concerned with the whole world of driving. Just as no one assumes that by passing a grade one piano examination they will never need any more training, so I have argued for more than forty years the need to continue with driver training – a greater range of learning and gaining greater understanding – throughout all forms of driving. The DSA's catchphrase for the past ten years has been that *'passing the driving test is not the end of learning to drive, only the beginning'*. This has been the ethos applied by myself and other like-minded driver trainers for many years.

Driver training in business has been proven, not only eventually to save lives, but almost immediately to save time and money too.

The application of a pro-active defensive driver training programme in business, not only reduces accidents and crashes, it also demonstrates to Company & Fleet vehicle operators that when drivers look further ahead and pro-actively plan for what changes are imminent they save fuel by not accelerating into hazardous situations. This saves brake and tyre wear as well and allows for better overall travelling speeds, which also lead to making better and safer progress.

Over the past seven years, since retiring from my role as general secretary at the Driving Instructors Association, I have been working in the commercial world of

teaching experienced 'company' drivers in the fleet and corporate markets²⁷. Our company makes use of some of the highest qualified instructors in the country. I rarely carry out any practical training myself, except in most unusual circumstances; but I do plan and write all the individual training programmes that our instructors use. During this time my own training company has been able to demonstrate that commercial clients are willing to pay much more realistic prices for their staff, than learner drivers do, provided that they can be shown that there is a 'profit' to them as a result of these driving assessments and associated training. Naturally we did not begin and develop our company without sound market research beforehand. An initial gut feeling was readily substantiated in practice. A significant difference between commercial research and academic research lies in the principle that businesses have to risk their own money on the results.

Early reliance on this proof was originally based on a reduction of accidents and reduced insurance claims, and ultimately insurance premiums. In this sense the corporate driver training industry was essentially insurance-led. However there is now a different element playing a greater role. It is noteworthy that Health and Safety Regulations are now playing a much greater part in Fleet and Corporate driver training. It is also significant that government thinking is that all drivers need training or re-training in the work place. To do this suitably qualified driver trainers are required.

This apparent quantum leap of logic has been strongly supported by the dual appointment of the DETR's Minister for Roads, (Lord 'Larry' Whitty) who had underlined his Transport Minister's Road Safety role by also being responsible to the government as Minister for Health & Safety at Work.

One of the stated intentions of the Minister had been to bring home the message of the need for all company drivers to take additional training in their work place. The current definition of a company driver has been agreed as anyone who uses a vehicle, whether a company car van or truck, or their own private vehicle which is

²⁷ The terms 'Fleet' and 'Corporate' are often seen by some as interchangeable. However the writer (and his company, UNIVERSAL DRIVER TRAINING of Camberley) finds that there is a distinct difference between the words when presented at Boardroom level. Many companies regard their 'fleet' drivers as those members of staff who drive company cars at sales representative or van driver level. This then appears to exclude senior and middle management drivers. By using the term 'corporate' in our business literature we deliberately include all staff who use company vehicles, even if only to and from their place of work. Everyone can benefit from corporate driving assessments and training.

only used occasionally. It is also felt that all company drivers should be required to have their risk potential assessed and to take additional training on a regular basis.

It is also worth noting at this point that many companies are now prepared to have their drivers assessed and re-trained; and are perfectly willing to pay sums in excess of £250 per day (even this is cheap when compared – say – to one-to-one training in IT where daily rates of £750+ per day are common). These sums contrast markedly with the 'norm' of driving lesson fees paid for L test lessons which are often less than £12 per hour. This latter sum does not even total a gross figure of £100 per working day out of which all their vehicle running costs have to be met.

If Driving instructors in the 21st Century intend to make their mark as professional operators in a worthwhile professional occupation, and one that brings a marked effect on road safety for the next one hundred years they have their work cut out for them. One of the first things they will have to do is to improve the professional standards of those already at the top of the industry ladder. Next they will have to ensure that they charge professional prices for professional services. This has been proved possible outside the learner driver market and can equally do so for new drivers too. One only has to contrast the price of a pair of trainers that will be bought by or for new clients, with a pair of driving lessons, and ask the purchasers what is the best value.

However the over-riding factor in prices, charges and costs has to be that there is a perceived value for money. The 21st Century, might, just be the time when driver training becomes recognised as a profession and not just an industry.

Diploma in Driving Instruction
**“A Strategic Approach to CPD in the
Driver Training Industry”**

**A Project submitted to Middlesex University
in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies
E Peter Russell**

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS
Middlesex University
APPENDIX TWO**

**Workbook Six:
How to prepare for the Diploma in
Driving Instruction Examinations**

June 2002

Diploma in Driving Instruction

APPENDIX TWO

Workbook Six: How to prepare for the

Diploma in

Driving Instruction Examinations

Book printed and published 1999 - 2000

Diploma in Driving Instruction

A PROFESSIONAL QUALIFICATION FOR DRIVING INSTRUCTORS

Introduction

The Diploma in Driving Instruction is awarded jointly by the Associated Examining Board and The Driving Instructors' Association. The Associated Examining Board (AEB) is an international examining board whose chief activity is in administering GCSE and Advanced level examinations. The AEB also develops further examinations for industry and commerce and offers a range of testing and training services. The Driving Instructors' Association (DIA) is the largest association for driving instructors in this country, and indeed, the world. The primary aim of the DIA is to raise the standard of driver education in the interest of road safety. Recent acceptance by Middlesex University of the Diploma in Driving Instruction as the basis for Foundation year credit points towards University accreditation has considerably strengthened this aim.

The Structure and Form of the Diploma Examination

The Diploma examination consists of five separate Modules. Each Module is complete in itself, and each is examined in a paper of two hours' duration. The five Modules are:

Module I: Legal Obligations and Regulations. (961)

Module II: Management, Practices and Procedures. (962)

Module III: Vehicle Maintenance and Mechanical Principles. (963)

Module IV: Driving Theory, Skills and Procedures. (964)

Module V: Teaching: Practices and Procedures. (965)

The examinations set on these Modules will be held in the Spring each year. Candidates may enter one or more Modules on any of these occasions. There is no limit to the number of Modules that a candidate may enter at any one time, nor on the number of occasions a candidate may enter for a particular Module.

The AEB is entirely responsible for the administration and conduct of the examination. A certificate for each Module is awarded to successful candidates. When all five Module examinations have been passed, candidates are eligible for the award of the Diploma.

Successful candidates in all five Modules must inform the DIA Awards Department of their name and address, giving the dates of passing each Module before they can be awarded the Diploma in Driving Instruction certificate. Candidates who hold accredited Teaching certificates may be exempt from Module Five.

Diploma in Driving Instruction

READ THESE INSTRUCTIONS BEFORE STARTING THE PROGRAMME

This sixth work book is a comprehensive guide for all potential candidates. It should be read in conjunction with each of the five Modules of the AEB/DIA Diploma in Driving Instruction examinations. This book supplements and complements all five work books which together provide a complete home study package for those who wish to gain the Diploma.

In order to prepare properly for the examinations, once students have read this book thoroughly, they are advised to work in the following sequence:

Obtain a copy of the Diploma Syllabus which needs to be studied with specific regard to each Module being taken. Compare the outline syllabus with an example examination paper as shown in this book, read the notes for each question and then note the format and content of the model answers given. In many cases the model answer is not necessarily the only form that will gain maximum points; but in some cases – especially legal questions – there may well be only one correct answer. Two further sets of Model answers can be purchased from the DIA and past papers from the AEB; study the Driving Instructor's Manual (obtainable from the DIA) making sure that it contains all the latest updates.

Students are advised to use the Driving Instructor's Manual as their basic text book, and to extend their range of reading and study according to the required depth of knowledge demanded by each question. The length of answer required for each of these study units is indicated by the space left after each question. Remember that in the examination the only clue to the length of answer required is the number of marks allocated to each question or part of a question. The amount of time and effort required for answers is indicated in relation to the overall total of 100 and the time allocation of two hours. One minute means approximately one mark.

EXAMINATION GUIDE

This final workbook is divided into three parts, which consists of:

- An overall study guide to the whole Diploma Examination Syllabus
- A detailed look at the 1998 examination, giving guidelines, examples of suitable high scoring answers and a few examples of misguided answers.
- An examination candidate's guide to taking and passing written examinations.

Each of the five study guides contains one or more objectives. Read these carefully, as they will point you towards the areas of study that you need to master. Try to read and study all that you can within the parameters of the objectives stated. When you have a clear idea in your mind of what is meant, use the checkpoint questions as practice for the examinations.

Only when you have completed the whole checkpoint for each section, move on to the suggested answers to see how your results compare with those given. If you are satisfied, move on to the next section. If not give yourself a break before returning to your study and trying again.

Diploma in Driving Instruction

The Diploma in Driving Instruction Examinations

This sixth Diploma work book is intended to assist all candidates generally and individual candidates specifically. It is in three parts:

- An overall study guide to the whole Diploma Examination Syllabus
- A detailed look at the 1998 examination, giving guidelines, examples of suitable high scoring answers and a few examples of misguided answers.
- An examination candidate's guide to taking and passing written examinations.

The very first thing that has to be realised, and which is sometimes not properly understood by all potential candidates for the examination, is precisely what level of knowledge is required to obtain a pass. Candidates who pass in all five modules are not only awarded a Diploma in Driving Instruction, they are also eligible to apply to the National Centre for Work Based Learning Partnerships at Middlesex University for accreditation on their university degree programmes. The Diploma itself is recognised as 50 credits towards a level three (Bachelor degree) level certificate which is the equivalent of a University foundation year study. Those candidates who are also prepared to submit a 2000 word complementary essay worth ten more credit points can be awarded a Middlesex University Certificate at HNC level. Candidates can also gain additional credit points through further study and research to gain full degrees and post graduate qualifications. There can be no doubt that the Diploma in Driving Instruction is a valid and worthwhile qualification. And only those candidates who present properly structured and worthwhile scripts can be considered to have passed.

Each of the Diploma's five modules covers a separate range in the whole subject study. The syllabus content is naturally broad and sufficiently flexible to look at best practices in the industry. In order to pass each of the separate papers candidates must possess a broad and sufficient knowledge of the subject and be able to write concisely and precisely in response to the questions posed.

Module I: Legal Obligations and Regulations

Module II: Management, Practices and Procedures

Module III: Vehicle Maintenance and Mechanical Principles

Module IV: Driving Theory, Skills and Procedures

Module V: Teaching, Practices and Procedures

The syllabus coverage for each module is designed for the foreseeable future. However, due to the developing and evolutionary nature of driver training as a subject, there has to be room for change. Where possible these changes are normally published in *Driving* or *Driving Instructor* magazine, although some changes will be just general information available through any news media. This likelihood especially applies to legal changes concerning driver testing, licensing and ADI registration; to taxation and business practices; and to mechanical innovations applying to improvements in motor vehicle design.

Diploma in Driving Instruction

Preparing for a Structured Programme of Study for the Diploma Examination

One of the specific difficulties that a significant few candidates suffer from every year is that they cannot always recognise and respond to the different syllabus requirements between Modules Four and Five. Module Four is concerned with driving theory and road safety – the core subject in which instructors should be word perfect. Therefore answers to Module Four should always relate to this. Questions in Module Five, however, are designed to test the teaching skills needed to impart this knowledge to clients. Some candidates often try to answer teaching questions by demonstrations of their subject knowledge. It often shows a weakness in their teaching skills, but it could easily be caused by candidates rushing to answer the question quickly without thinking it through. Once again it is important to read and understand the wording of each question very carefully. A question in Module Five that asks for ‘teaching’ principles should not be answered with a list of vehicle controls or road procedures.

Apart from having a good natural background knowledge of the industry, there are a number of ways in which candidates can prepare themselves for the examinations. Not all candidates are able to attend formal DipDI training in college classrooms. Part of the purpose of these six work books is to enable students to work by themselves. The purpose of this particular work book is to enable students to organise their knowledge and experience in such a way that it can be presented in the most favourable way in the examination. Perhaps the greatest single skill that needs to be developed is the ability to produce accurate work to tight deadlines. The effort needed to write for almost two hours non-stop is considerable. Without practice, and this means a lot of practice, beforehand many candidates find they run out of steam or of things to say before their time is up. Other candidates rush into the questions writing everything they know about their first question without noticing that it is only worth five marks. Only then do they discover that later questions carry much higher marks and realise they are short of time.

Candidates should practise writing answers up to six or seven questions from previous papers at one time. Practise until you can write consistently for at least two hours. Build up your handwriting, memory and concentration skills until you can cope with a whole paper at a time.

Previous examination papers are on sale at thirty pence per paper, (£1.50 per year) and make excellent pre-examination study. However these past papers are not just for reading. Ideally prospective candidates should practise writing full answers to the questions – not just nodding their heads if they think they know the answers. Having written out their answers in full, then get a colleague to mark them for you or, if you are desperate, get the various work books and training manuals out to check the answer you have actually written against the detailed answers shown there. Finally add up any ‘points’ you may think you have scored, but try not to be too generous in your marking. Only then compare them with the points allocated in the papers.

It is very easy to rush your writing and miss out vital pieces of the answer thinking that you have already covered it. (It is even easier to write something out again you have previously said.) You cannot be given any credit for things you forgot to write, nor can you get extra marks for

Diploma in Driving Instruction

writing it twice. A useful ploy is to read through each question, make a very brief note of what you want to say about the subject (say on the first page of the answer sheet). Then construct your detailed answer from these notes in your answer book. At the end of the examination you simply score through the first pages of initial notes with a single line and the marker will ignore them.

Even if you cannot join a formal classroom teaching unit taking college courses in a structured course of training, it is still possible for two, three or more ADIs to work together. Ideally if five instructors could meet for – say – two or three hours once a week, during the period of nine months or so it would be possible and perfectly feasible to cover the whole range of the syllabus. There is no need for a formal teacher. Perhaps the most successful way to structure this informal type of training is to run it on a ‘brainstorming’ principle. Allow each member of the group to become the group ‘trainer’ for a short period on a subject where he or she apparently knows that aspect of the subject better than any of the others in the group. In any group of five or so instructors it would be natural to assume that the common knowledge shared amongst that group is greater than could be found in any one tutor from a local technical college.

Certainly two instructors working together can solve most of the problems. Don’t forget that apart from the use of various text books, work books and instructors’ Manuals, you can always find assistance from your local or national trade association and local libraries. Previous examination candidates who have passed one or more modules will always be willing to give assistance where it is asked for. Everyone likes to have their scholarship in any particular aspect of their specialist subject put on display.

If you are restricted to learning on your own, then make sure you really know your subject really well. It is not enough to say you know it well enough to teach your pupils. You must really be a master of your own trade, or industry or profession. To convince yourself that you really know enough about yourself and your job, read all you can. Encourage your family and friends to read from the syllabus and ask you general questions just to test your knowledge of each subject. Try to get a few driving instructor colleagues to ask you questions on all relevant aspects of the business too. If they hold the Diploma they will know what sort of questions to ask; if they haven’t taken it yet, you need to know more than they do. And next time you hear or read anything at all to do with the business of driving, testing or training, take it to heart and learn, understand and apply that new knowledge. Self-discipline in learning is one of the greatest aids you can acquire. From a learning point of view, about two hours study and examination practice per week for thirty weeks a year, per subject, would be enough to enable most instructors to really get to know their subject.

Finally in this piece there are two vital questions that all examination candidates need to ask themselves during any examination, even for those who really know their subject, are:

**“Have I said enough to score enough marks?” and
“Have I allowed myself sufficient time to answer it properly?”**

Diploma in Driving Instruction

Part TWO

Here is a typical (Spring 1998) previous paper, with some helpful hints for candidates and followed by examples of typical high scoring answers. In each case the answer given is not necessarily taken from the Standard Marking system; but one that would certainly score high marks. In certain questions, of course, especially where legal questions are asked, the answers required are absolute ones. In which case on the answers shown would score full marks.

Module I: Legal Obligations and Regulations

1. (a) Describe ways in which the Driving Standards Agency (DSA) try to ensure that Driving Examiners maintain a fair and consistent standard throughout the country. (10 marks)

Tips:

The DSA have to explain this fair and consistent testing system. Where would you find details of this? The answer has to be in various DSA publications of course. Have you read them all, have you read all the most up to date ones too? Notice the opening words 'Describe ways', so it is obvious you have to give an essay type answer, not a list. And equally obviously to score maximum ten marks you will need to write about a number of different ways.

Answer:

There is a whole range of ways in which standards are maintained. These include the standardisation of routes, the complete but standard test syllabus, by the definition of standards, and the enforcement of regulations. Consistency is maintained by standardised marking and by supervision of examiners whilst conducting tests and on each individual examiner's own results in the form of percentages pass and fail, both for male and female and for old and young candidates. It is also maintained by the initial selection of examiners, their ability to pass stringent selection procedures, and by their intensive training at Cardington updating and monitoring of all results, and by the enforcement of the law with regard to bribery etc.

- (b) In deciding whether or not a vehicle is suitable for a driving test to be conducted, a Driving Examiner must take account of certain factors. What are they? (10 marks)

Tips:

It seems difficult to imagine that any professional instructor is not fully aware of what is required

Diploma in Driving Instruction

by a driving examiner of the vehicle in which a test is to be carried out. However a full description of what is needed is available for all candidates. Instructors need to know what these requirements are. The DSA book 'Your Driving Test' and subsequent publications give full details. The answer could be given in the form of a list of points, or in brief essay style.

Answer:

The vehicle must be road worthy with a forward facing passenger seat. The tickover speed of the engine must be correct, seatbelts must be fitted, clean and working; any dual accelerator pedal must be disconnected. The vehicle must show L plates back and front, the vehicle must be taxed and disc displayed; the examiner asks to ensure that the vehicle and its occupants are insured. The vehicle should carry no animals or children, have no insecure loads and must not be overloaded. For category B tests where a commercial vehicle is used it must have a maximum weight 7.5 tonnes (3.5 tonnes unladen).

(c) Name three other bodies (excluding the DSA) to whom the Minister of State delegates responsibility for conducting driving test. (3 marks)

Tips:

This is a straightforward question to which there can only be three correct answers. It is essential to know who else can conduct tests as some of your pupils (for example those who are a member of the Territorial Army, Police, or the Fire Brigade etc) may be eligible to take tests through these respective bodies.

Answer:

**Secretary of State for Defence who appoints Qualified Testing Officers
Chief Constables or Commissioners of the Metropolitan police district
Chief Officers of Fire brigades
(Section eight examiners working for employers of more than 250 drivers)**

(d) What action may be taken by candidates who believe that their test was not conducted fairly? (2 marks)

Tips: It is amazing how many instructors do not seem to be aware of the correct titles by which examining staff are called. There is only one Chief Driving Examiner (CDE) based at Nottingham. Senior Driving Examiners (SDE) are in charge of individual test centres. Supervising Examiners (SE) control a number of test centres. Supervising Examiners ADI, SE ADI are usually in charge of an area similar to that of SE(L). However if any candidate is under the impression that the test was not carried out fairly, there is a specific route for complaints that must be followed. Instructors should know how to guide their clients through this system. They must also know that it is only the conduct of the test, or the manner of the examiner, that can be

Diploma in Driving Instruction

criticised, not the result.

Answer:

Dissatisfied candidates must complain in writing initially to Supervising Examiners (L) or to Managers of the DSA.

If candidates are still not satisfied they can take their complaint on to the Magistrates court (within six months) or the Sheriffs office if in Scotland (within 21 days). The only grounds for complaint are against the manner in which the test was conducted.

2. (a) **Motor Vehicles used on a public highway must be properly insured. Specify the minimum insurance cover which is required.** (2 marks)

Tips:

Full details of what is meant by proper insurance cover for vehicles and drivers is an essential knowledge requirement for all drivers, not just instructors. Insurance must cover the vehicle, the person driving and the purpose for which the vehicle is being used. Note the word 'cover' in the question; your answer must relate to this.

Answer:

The minimum cover required must include insurance against death or injury to other road users including passengers; and to cover the costs of Emergency medical treatment. This minimum cover is sometimes known as 'Road traffic Act only'.

- (b) **Give examples of five different actions which are likely to invalidate a motor vehicle insurance policy.** (5marks)

Tips:

Instructors must be fully aware of any of the factors that could invalidate insurance. Furthermore they should ensure that all their clients know too.

Answer:

The following examples demonstrate some of the actions that would invalidate a vehicle insurance policy. To allow or use vehicle for purpose not stated; to allow its use by unlicensed drivers; to make a false statement on proposal form; to admit liability when involved in accident; or by not informing the insurer of your involvement in any incident.

Diploma in Driving Instruction

- (c) A trainee driving instructor has been asked to give lessons in a student's own motor car. What advice would you give to the trainee instructor about checking the student's motor insurance? (8 marks)**

Tips:

Teaching in other people's cars is one of the biggest dangers that instructors can allow themselves to be trapped into; whereas most of their clients will have insurance covering them for 'Social Domestic and Pleasure purposes, the instructor will be carrying on a 'Business activity' in the car. Therefore the client's insurers may well expect this vehicle to be covered by the instructor's own policy. Driving (or teaching) whilst not insured is an offence likely to lead to loss of a driving licence.

Answer:

Instructors need to confirm proper insurance cover of the client's own vehicle. Initially it must demonstrate written permission of owners of the vehicle for that particular learner to drive this particular vehicle. They also need to see written permission given by the insurers for learner to drive the vehicle. Instructors also need to be shown that the insurance covers any claims against ADI's personal liability.

They also need to see that it is a comprehensive policy and that all premiums have been paid. A verbal assurance by the learner or owner is not necessarily good enough.

- 3. To help create a safer road environment, laws governing motoring and the motorist are laid down in various Acts and Regulations.**

- (a) Under the Construction and Use Regulations (CUR):**

- (i) When is it permitted, and when is it an offence, to sound the horn? (5 marks)**

Tips:

Everyone apparently knows these rules. Yet in many cases they are really not quite sure of the precise details. It is important to know them correctly.

Answer:

The horn or warning instrument can only be used in an emergency, or to alert other road users of your presence.

Diploma in Driving Instruction

The horn must not be sounded between the hours of 11.30 pm to 7.0 am whilst the vehicle is stationary or in a built up area except to avoid danger or to prevent an accident.

(ii) What offences relate to the carriage of loads and passengers? (5 marks)

Tips:

Overloaded vehicles are dangerous, and can be difficult to handle. Whether the overload is due to carriage of goods, or of an excessive number of passengers, it becomes an offence as well as a danger.

Answer:

If goods are carried in an insecure or manner, or are likely to be dangerous or become a nuisance by moving or falling off they still break the law. It is also dangerous and illegal to carry more passengers or in such a manner that they are likely to cause danger. It is an offence to carry more passengers than is allowed by the vehicle's proper seating capacity.

(iii) What different offences under these regulations relate to the driver's visibility? (6 marks)

Tips:

Even if you cannot quote the law directly, it would still be possible to think of six separate offences which could be committed by drivers concerning their vision of the road ahead and behind (or lack of it) whilst driving in their vehicles.

Answer:

The vehicle's windscreen must be always clean and clear free from damage; there should be no dolly dice or similar items hanging in front of the window, or stuck to it. The driver and passengers must be seated properly and loads stored so that front and back screens are free from obstruction. All the mirrors should be so adjusted that the clearest possible view can be had of road behind. Drivers must use headlights as needed

(1) (i) Under the Highways Act of 1835, when is a driver permitted to stop on the highway, for purposes incidental to the journey? (2 marks)

Tips:

The wording of this question (dated over 160 years ago) indicates that a specific answer is

Diploma in Driving Instruction

needed which will give two different examples. Think what they could be.

Answer:

**Drivers are only allowed to stop in order to pick up and set down passengers
Or to stop to load and unload goods.**

(ii) Explain why a driver who parks on a public highway may be liable to prosecution.

(2 marks)

Tips:

We can tell that the answer has to do with obstruction. It is simply a question of wording the answer you give to score two separate marks. Note you are required to 'explain'.

Answer:

It is an offence to obstruct the passage of other road users at any time unless parked in an authorised space or with permission of police officer.

Q4. It is an offence to drive, or be in charge of a motor vehicle when the amount of alcohol in the body exceeds specified levels.

(a) What are these specified levels?

(10 marks)

Tips:

Everyone knows that it is an offence to drive whilst under the influence. However there are definitive rules regarding drink driving. This question is concerned with the specific requirements of the breath (or blood or urine) test. All drivers should remember them. You also need to be aware that in the present climate of opinion the actual measurements quoted below might be changed to a lower level. Failure to quote correctly the figures, and actual terms used must result in loss of marks.

Answer:

The specific levels in breath, blood and urine above which an offence is

Diploma in Driving Instruction

automatically committed are:-

35 microgrammes per 100 millilitres of breath

80 milligrammes per 100 millilitres of blood

107 milligrammes per 100 millilitres of urine.

- (b) outline the legal sequences of refusing to provide the police with specimens for analysis (5 marks)**

Tips:

Note that the question specifically asks for the legal consequences. It is not concerned with the moral or business results. However if the question was differently worded, these factors should also be borne in mind.

Answer:

The driver of the vehicle will be arrested; and then conveyed to police station.

The act of refusing to give a specimen is regarded the same as if a positive result had been found./ Therefore the driver is automatically guilty of a drink driving offence and will be banned from driving for a period of time.

Q5. The Road Traffic Acts refer to different types of disability.

- (a) Define the meaning of the following:**

(i) Temporary disability (1 mark)

Tips: Not all professional driving instructors teach disabled drivers of course, nevertheless it is imperative that all instructors can be in a position to advise any client on what the various definitions of disabilities. The first answer only merits one mark, the remainder two each.

Answer:

A temporary disability is one that is expected to last less than 3 months

(ii) Relevant disability (2 marks)

Answer:

A relevant disability is where a driving licence refused or withdrawn

(iii) Prospective disability (2 marks)

Answer:

A prospective disability is intermittent or progressive - in time may become relevant

Diploma in Driving Instruction

(iv) Prescribed disability

(2 marks)

Answer:

A prescribed disability is a controlled relevant disability; no cause of public danger

(b) Give three examples of prescribed disabilities.

(3 marks)

Answer:

Three examples of prescribed disabilities could include:

controlled relevant disabilities

epilepsy controlled by epsilon or a similar drug

heart condition - controlled by pace maker.

6. (a) Describe how the methods of assessment and standards of acceptability on Part Two of the ADI qualifying examination differ from those used on the 'L' test. (10 marks)

Tips:

Although not all professional driving instructors are concerned with training new instructors, we must be aware of the standards required for new instructors. The standard of the ADI test is one that all instructors should be fully aware of. It is also the same standard needed by the DIAMOND advanced driving test. Notice the word 'describe'. An essay type answer is required, showing examples of contrast. Note too you will not get two marks for simply stating one item is not included for the L test whilst it is for the ADI test.

Answer:

The ADI examination has a more exacting eyesight test - 27.5 metres or 90 feet whereas that required for the L test is at 20.5 metres 67 feet.

The driving part of the ADI test lasts longer - it is about twice as long - or one hour instead of 30 minutes for the L test.

The emergency stop exercise on the ADI test takes place at higher speeds.

In the ADI test more items are tested, including both a Left & Right reverse, the TIR exercise and parking at the kerb, behind another vehicle

In the ADI test use can be made of motorway and/or dual carriageway driving, where in the L test motorways are excluded, and time limits dual carriageway driving.

In the ADI test there is a restriction on the number of minor errors that can be made. There is a maximum of 6 whereas in the L test there is no limit.

Diploma in Driving Instruction

- (b) During Part Three of the ADI qualifying examination, candidates are required to instruct the Examiner as a driver at different stages of learning. The Examiner selects the topics for instruction from a list. Give five separate Road Procedure items which could be selected.**

(5 marks)

Tips: Perhaps the most important point to notice here is the use of the words 'Road Procedure'. Answers must only give items included under this category. Again the list is published in all ADI training material, so that even if candidates are not involved in instructor training they will still be able to make up their own list. Note that a list of manoeuvring exercises is not needed and would score no marks for any given. Note too that some of the items are paired up – you must give both to score a mark.

Answer: (Any five from the following specific DSA list):

Moving off and stopping

Meet, cross and overtake

**Allow adequate clearance approaching, emerging at junctions and cross-roads
mirrors**

Making progress and avoiding undue hesitancy

Keeping to a normal road position

Pedestrian crossings / use of signals

Diploma in Driving Instruction

Module II: Management, Practices and Procedures

1. (a) What are the three main types of business structure that could be considered by someone setting up their own driving school. (3 marks)

Tips: There is only one correct answer to each part of this question. A simple list of the three types is all that is required for part (a) similarly for part (b) i & ii

Answer:

The three types of business structures to be considered are:

Sole trader

Partnership

Private Limited company

- (b) When using a business name affected by the 1985 Business Names Act,
(i) what information must be disclosed? (3 marks)

The following information must be disclosed.

Name/s of owner/s; address/s of owner/s within Great Britain

- (ii) Where should this information be disclosed? (4 marks)

Answer:

The address must be quoted on all

Business letters

On written orders invoices

and on receipts or demands for payment of debts

It must also be prominently displayed on the business premises

- Q2. Under Self Assessment, the self employed are required by law to keep and preserve business records and to submit their annual tax returns by the 30th September or by the 31st January. (4 marks)

Tips: This question refers to current taxation of course. All tax payers must be fully aware of their responsibilities in law, even if they do not maintain and submit their own tax returns. Self employed people are able to use accountants to prepare all stages of their tax returns and payments, but they must still be aware of their current liabilities and responsibilities. Answers can be given in note or list form, or they may be written out in BRIEF paragraph form.

Diploma in Driving Instruction

(a) What are the main records required by the Inland Revenue?

Answer:

**Sales and business receipts
Invoices/receipts for purchases and business expenses
Sales and purchases of business assets
Personal payments into and withdrawals from business**

(b) Outline a simple system of bookkeeping, suitable for a self employed driving instructor.

(6 marks)

Tips: This answer requires a brief essay type of answer, although it is possible to include a list of contents of the simple system as requested. Again in order to pass this module of the examinations, candidates must be fully aware of the business needs of being self employed or operating a small business. It is relatively easy to make more than six separate points on the subject each of which would be worth at least one mark.

Answer:

Self employed instructors would best be served by operating a simplex double entry or similar bookkeeping system. It is essential that all fees are entered and recorded. All moneys received should be banked daily or at end of each week. All expenses noted and recorded in cash book bills; and invoices checked and paid ASAP. The school accounts need to be brought up to date each week and each month's books prepared for handing over to accountants or someone to check each year.

(b) What is the likely outcome if driving school proprietors:

(i) submit their annual tax return before the 30th September?

Answer:

The Inland Revenue will calculate the tax

(ii) submit their annual tax return after the 31st January?

Diploma in Driving Instruction

Answer:

There is an automatic fixed penalty of £100; with another automatic fixed penalty of £100. A six months late penalty of up to £60 per day can be charged if non-submission is suspected.

- (d) Discuss the merits or otherwise of an accountant preparing the accounts and completing the annual tax return on behalf of a self-employed driving instructor. (7 marks)**

Tips: Notice the words discuss merits or otherwise. A constructed answer is required, showing both sides of an argument, that is for, and against, using professional services. These are not necessarily opposite points of view, which merely show the good and bad points of each. It is easiest to list the benefits and then link them together in a series of short sentences.

Answer:

**The accountant's time is more expensive than a driving instructor's.
But the accountant's advice on tax and allowances may save money
Your accounts not automatically required by Inland Revenue;
but accounts may be needed in an investigation or inquiry.
Accurate figures must be entered on tax returns.
By using an accountant may help to keep business tidy and efficient
This offers peace of mind.
Certainly gives a professional image;
And will make it easier to sell business
or raise a loan with professional accounting**

- Q3. Bank Managers need to be sure that persons requiring loans for business purposes are able to satisfy certain criteria. What are these criteria? (4 marks)**

Tips: A simple list of the various factors involved is needed. It is essential to find at least four items in the list.

Answer:

**A bank manager would need to know the essential purpose of loan;
what other debts are owed what is the ability of the debtor to pay back and what collateral the applicant has available to cover the loan.**

Diploma in Driving Instruction

- (b) **What additional points are likely to be raised by a Bank Manager when the request for a loan is to finance an additional training car. (6 marks)**

Tips: You must now find a further six items in addition to those quoted in part (a). They can be listed, but if so, the answers need to be linked together for clarity.

Answer:

**The Bank manager will need to ask first of all is there a need for a loan
Is there scope to earn enough
to pay back the loan.
He will also want to know who will use the vehicle;
what security exists and can the borrower pay back in a reasonable time and
definitely within the life of the car
He will certainly wish to look at books for previous years trading.**

- Q4. (a) Various types of business expenses can be set against tax. Give TEN examples of different kinds of tax allowable expenses. (10 marks)**

Tips: It is important to make sure that each example is of a different kind of tax allowable expense. Try not to duplicate your answers by selecting more than one from the same kind of tax allowable expenses. However a list is a perfectly acceptable form of response to this question, but it can be helpful to quote occasional examples within the list.

Answer:

**Business running costs
goods bought for resale - such as books
minor items such as typewriters and tools
postage, packing and delivery of goods sold
wages, salaries etc. -except proprietors/partners
hire / hire purchase and lease charges
business insurance - except national insurance
subscriptions to professional/trade associations
legal and professional fee's relating to audits
business travel expenses - but not to and from work
bad debts - debtors named / unlikely to meet obligations
V.A.T. on car purchases
business gifts up to £2 per recipient per year**

Diploma in Driving Instruction

(c) Give the name the type of Tax levied against the following.

Tips: There can only be three correct answers to this three part question. Candidates must know the answers to score marks.

(i) Profits on partnership income tax –

Answer:

Schedule D

(ii) Salaries of company directors. income tax –

Answer:

Schedule E

(iii) Profits of company.

Answer:

Corporation tax.

(c) What is the current threshold limit for VAT registration? to be announced in the budget

(1 mark for approximate figure + £500)

Tip:

There is only one mark for this question, but because tax changes are made in April each year. It is essential that candidates know what is in the Budget which may affect them. In this instance the examiner is allowing candidates to be within £500 of the correct figure.

Answer:

£50,000 Note this answer normally changes with the annual April Budget

5. An employee should usually be given a contract of employment.

(a) In addition to the names, addresses and dates of commencement, list eight of the items to be covered by the contract

(8 marks)

Diploma in Driving Instruction

Tips: Legal contracts are essential for all employers and employees. Even self employed candidates will need to know the legal responsibilities, both of the employer and the employee. Note that names and addresses are not needed. It is worthwhile to remember that “labour and employment laws” are more than likely to change – possibly quite dramatically – with regard to contracts of employment. Therefore it is essential to keep up to date (not just to answer examination questions, of course) to remain legal. And of course, give a list, not an essay.

Answer:

Any legal contract of employment must contain details of the following items:-
sickness and pension scheme
hours of work
payment for work
methods of grievance
form for complaints
notice of leaving
channels of command and reporting
job description
dress code

(b) When is a contract not normally required?

(2 marks)

Tips: With only two marks available, it is obvious that two separate points should be made.

Answer:

The spouse of an employer
part time employees working less than 16 hours per week.

6 A tuition vehicle has been involved in a collision and is likely to be off the road for some weeks. Discuss the factors to be considered in the various methods of providing for a temporary replacement vehicle. (10 marks)

Tips: This question is a natural one to give you the opportunity to write about a page or so. You will need to cover a whole range of options and discussion points. Incidentally it is essential to read the question properly. Your answer has to relate to the factors to be considered in the various methods of providing the temporary replacement vehicle. Avoid going too far outside this brief in your answer; and do make sure you stress at least ten separate opportunities for marks.

Diploma in Driving Instruction

Answer:

(The following points can easily be included in the answer):

Overdraft or loan facility to cover

The additional cost of car hire

The purchase of another vehicle on a temporary basis

Insurance third party liability / accident damage costs may be recovered

By taking out additional insurance to cover the eventuality

It is possible to arrange permanent provision of a spare vehicle for larger schools and group co-operatives.

Consider if it may be commercially viable

and can be used for other short-term purposes

There are specialised driving short term hire companies and

national hire companies who tend to be expensive.

The image of professional tuition requires business insurance

So you must think in terms of possible temporary transfer of existing insurance

Remember that vehicles without dual controls may not be covered by insurance

Some hire companies charge mileage rates which are likely to have an unacceptable effect on business.

Q7. (a) Outline the factors which driving school owners should take into account when deciding the price to charge for lessons. (16 marks)

Tips: Again this question would benefit mostly from a comprehensive written essay type of answer. In view of the high marks available, perhaps at least a whole page and a half would be needed – say a quarter of an hour or more writing – is needed.

Answer: The following are examples of the sort of points which should be touched upon in the essay:

Competition

duration of each lesson

the type of vehicle

the type of fuel used

the cost of fuel

costs of servicing, spare parts for vehicle etc.

Any additional qualifications of the instructor

And of course the quality of instruction offered

The age and social range of pupils will also play its part.

Diploma in Driving Instruction

One of the most significant items has to be the total income required
There are also personal and family commitments
And the cost of office or other facilities
The costs of various handouts and training aids used
Remember too that insurance should always be charged out at full cost
Remember too that there must be pension and holiday requirements
And that school image is equally important.

- (d) List the likely long term consequences of charging too little for lessons. (4 marks)**

Tips: Again note the use of the words 'long term' in the question. One of the main benefits of rewriting part of the question at the beginning of your answer is to focus your mind on the specific words used. The answer could be written in full, or produced as a sequential list.

Answer:

The most likely long term consequences of charging too little.
Include insufficient income for personal needs
Excessive car wear and repair bills may not be covered
As the instructor becomes unable to pay for increased insurance or vehicle replacement so it is predictable that the school will close down or even lead on to eventual bankruptcy.

- (c) Discuss the relative merits, and the implications for payment, of booking single lessons or a block of lessons. (5 marks)**

Tips: Again note the use of the word 'discuss' and includes what are the implications with regard to payment. Make sure you cover both of these in your search for five marks.

Answer:

Block bookings help to fill the diary and single lessons fill the gaps in it
Block bookings make better use of instructor's and pupil's lesson times
If you take money in advance you gain interest on advance payment for block of lessons
Discounts are attractive to customers
Block bookings encourage customer commitment and can easily lead on to even more lessons.

Diploma in Driving Instruction

Diploma in Driving Instruction

Module III: Vehicle Maintenance and Mechanical Principles

1. On the form entitled *Notification of a Refusal to Issue an MOT Test Certificate*, the items tested are listed under seven major headings, the last two of which are Motor Cycle Side Car and General.

(a) What are the other five major headings? (5 marks)

Tips: There can only be one correct answer to this question. There are no 'nearly correct' ones. The question refers to the form used in the MOT Test inspection. It is relatively easy to obtain a copy from any MOT Testing station. Nevertheless it is easy to make mistakes by being over selective if you are not sure of the items. Avoid listing a whole series of items hoping that five of them will prove to be correct.

Answer:

Lighting; Steering and suspension; Brakes; Tyres and wheels; and Seat belts

(b) For each of these five major headings give *one* item tested. (5 marks)

Tips:

One valid example is required from each group; naturally if you didn't know the answer to (a) you will be hard pressed to answer this for full marks.

Answer:

Both headlights are working; Steering wheel play within acceptable limits; Handbrake works correctly; All tyres have a tread depth of more than 1.6 mm; Seat belts show correct action and fitting. (Naturally, other answers are equally acceptable, provided they are examples from the groups.)

(c) Discuss briefly the significance and use of an MOT test certificate. (5 marks)

Tips:

Notice each of the words 'discuss', 'briefly', 'significance', and 'use'. There are only five marks available, so you need not write an essay on this. But you should think about writing between ten and fifteen lines – say a minimum of sixty words – and you must make at least five separate 'scoring points'.

Answer:

An Mot Certificate can assist with the sale of your own car; however it is only effective for day issued. A certificate is needed for any vehicle over three years old if it is to be used on public roads. Nevertheless this does not include everything about the vehicle if you are buying it from someone. The system is not foolproof - forgeries and false tests are

Diploma in Driving Instruction

possible - and the first rule of buying any second hand car is to have it properly assessed by an independent vehicle mechanic.

Total 15

- 2. All vehicles should be checked by their drivers regularly and serviced in accordance with the manufacturers recommendations.**

(a) List five checks which drivers should carry out daily.

(5 marks)

Tips:

The first thing to notice is the word 'List'. Do not write a long epistle. Also notice that this is a multi part question. The answer you give here is affected by what you want to put in part (b). Always read your questions right through before starting to answer each part. That way you can make a list of ten or more (no more than twelve) things you normally check on your own motor vehicle and then divide them into daily and weekly checks. A useful acronym in this instance is the word P.O.W.E.R. fuel, oil, water, electrics, rubber. But you could not just use this in its simplest form. To gain maximum impact you will need to spell it out properly. By giving six items you will cover against any danger of duplication.

Answer:

**Clean all glass and mirrors
check lights, indicators and horn (notice they are all electrical and only one mark gained)
check fuel
visual check of tyres
running brake test
screen washer bottle contents**

Diploma in Driving Instruction

(b) List five additional checks which they should carry out weekly.

(5 marks)

Tips:

Now you need to look at the remaining items in your list and decide which are not so important from a daily point of view, but perhaps they are weekly tests because they need a little bit more time spent on them.

Answer:

Tyres – check tread depth, pressures, and condition
Check all fluid levels, clutch, brake, radiator, battery
Vehicle bodywork and number plate cleanliness
Seat belt fixings, cleanliness and operation
Handbrake operation

(c) Discuss the factors that determine how frequently a vehicle should be serviced. (5 marks)

Tips:

Again, the word 'Discuss' is used. It means that you must look at both sides of any argument or statement that you wish to make. Notice however that cannot get two marks for stating the same thing as a positive and a negative factor.

Answer:

Servicing intervals are dependent upon a number of factors; Manufacturers' recommendations are the most obvious ones. Different manufacturers determine what intervals are needed for their own vehicles based on the tolerances that are built into the vehicles. But you must also take into account both the mileage which is covered between services, and the type of driving done. However it is not only mileage but also the time interval since the previous service. Vehicles that do not cover great mileages still need to be serviced at six or three monthly intervals. It is important to bear in mind that it is the owner and driver's responsibility at all time to ensure that the vehicle is in safe and legal condition.

Diploma in Driving Instruction

3(a)(i) Describe the main components of a typical exhaust system which is fitted to the exhaust manifold of a car engine and suspended underneath the car. (3 marks)

Tips: You must read the whole question through before answering. In this way you will notice how you can help yourself build up a correct sequence of answers. There are three marks for the first answer. Therefore we are looking for the three distinct sections of an exhaust system. Logically they then choose themselves.

Answer:

**Down pipe from the manifold to the catalyser or to the silencer (if a cat is not fitted)
The silencer box
The tail pipe**

(ii) What are the functions of these main components? (3 marks)

Tips: Once again unless you correctly identified the three main components you cannot score in the second part of the question. Nevertheless it is a very simple question and one that should present no problems.

Answer:

**The down pipe takes the exhaust fumes through the catalyser to the silencer
The silencer uses baffles to decrease the noise levels
The tail pipe goes beyond the rear to ensure fumes are emitted away from vehicle**

(iii) Why is the exhaust system usually suspended by rubber mountings? (1 mark)

Tips: With only one mark at stake here it only needs a very simple and obvious answer. The real reason for using rubber instead of metal has to be a logical one.

Answer:

To prevent damage by vibration

(iv) Why does the exhaust system usually extend to the rear of the car? (1 mark)

Tips: Again there has to be a simple and logical answer to this question.

Answer:

to ensure harmful fumes are not taken into the car

Diploma in Driving Instruction

(b) It is an offence to drive a motor car with a faulty exhaust system.

- (i) State two symptoms that would warn a driver of a sudden fault in the exhaust system. (2 marks)**

Tips: More experienced drivers who may well have driven older vehicles may well have had to carry out this test over the years. But there are only two ways to identify faults, either with your nose or ears.

Answer:

**Excessive noise of leak
The smell of exhaust fumes**

- (ii) Explain why corrosion is a common cause of faults in an exhaust system and why the corrosion may be difficult to detect. (2 marks)**

Tips: The clue to the answer is in the question of course. Metal corrosion is another name for rust – and rust is caused by water, and it is difficult to detect because it starts from the inside.

Answer:

**Rusting through the amount of water in fumes on the metal
starts from the inside and cannot be seen until it reaches the outside**

- (iii) Describe a simple way of testing an exhaust for leaks. (2 marks)**

Tips: again it is fairly obvious that you need to look and listen first. It is not too difficult to realise that by blocking the pipe you will either allow the exhaust to escape through a leak or cause the engine to stall. If you don't understand the way an exhaust works you may need to study the subject in more detail.

Answer:

**Push a piece of oily rag against the end of the tail pipe then notice what happens.
Listen and look for escapes; the engine will start to stall if there is no leak.**

- (c) (i) What is the function of a catalytic converter? (2 marks)**

Tips: Not all driving school cars are fitted with catalytic converters; nevertheless all instructors should teach their clients about them. Most of them will go on to drive vehicles so fitted in the coming years. It is most essential that they understand what is the function of the 'cat'; where they are fitted and additionally how easily they can be destroyed through careless use.

Diploma in Driving Instruction

Answer:

Catalysers convert noxious (dangerous) fumes to inert and safe gases

(ii) Where in a car exhaust system is a catalytic converter normally fitted? (1 mark)

Answer:

As close to the manifold as possible

(iii) Why are catalytic converters expensive? (1 mark)

Answer:

By the use of expensive precious metals bonded to a ceramic honeycomb base

(iv) State two causes of catalytic converter failure. (2 marks)

Answer:

**Vibration destroys the monolith
use of leaded fuel or unburned fuel causes sintering / meltdown**

Q4(a) Electrical fuses are an important part of the electrical system of most vehicles. A 'blown' fuse is often the cause of a vehicle's electrical equipment not working.

(i) Why are fuses needed? (2 marks)

Tips: Read the whole question through first, (as you should with any multi-part question) so that you avoid trying to answer one part by quoting any keywords used in later parts of the question. No marks for that obviously. Understand what is needed, and make sure that you write enough words, with a few spare if you think of them, to cover each of the allocated marks.

Answer:

**To melt when excessive electrical power goes through circuit
to prevent damage to the electrical equipment**

Diploma in Driving Instruction

(ii) Why do fuse ratings vary from 5 to 30 amps?

(2 marks)

Answer:

**Fuses are fitted slightly in excess of the equipment used;
the greater the power needed the higher the fuse rating required**

(iii) Explain how you would check that the cause of your car lights not working was a 'blown' fuse.

(2 marks)

Answer:

**That all lights in that particular circuit are not working
That other equipment which is not on that circuit is all working normally**

(iv) State the precautions you would take when replacing a 'blown' fuse and explain what you would do if the replacement fuse 'blows' immediately after you have fitted it? (4 marks)

Answer:

**Replace with a fuse of the same rating that has been fitted
Check that the circuit now operates correctly
Also check the wiring of that circuit
Identify and then cure the short circuit or the obvious cause
Alternately consult auto electrician who can explain and rectify the fault**

(b) (i) State two likely causes of a 'flat' battery.

(2 marks)

Answer:

**Loss or low levels of electrolyte in cells
Excessive use of electrical power whilst engine is not running**

(ii) What precautions should be taken when dealing with car batteries, and why?(3 marks)

Answer:

**No smoking because of dangers of explosion from fumes
Take care with use of metal objects causing electrical short across terminals
Beware of the danger of spilling acid on any person or clothing**

Diploma in Driving Instruction

(iii) Explain how you are advised to use a trickle charger to recharge a 'flat' battery. (3 marks)

Answer:

Remove battery from car or disconnect terminals

Take care to connect terminals correctly

Do not switch on mains power until all connections have been checked and double checked

(iv) Describe in detail how you are advised to start the engine of a car with a 'flat' battery by using the electrical power from another vehicle. (7 marks)

Answer: *(Try write a logical sequence, think it through and write as you say it to yourself.)*

Bring both vehicles adjacent to each other

Try to arrange battery to battery as close as possible.

Use correct power rating jump leads – thick solid copper leads,

And large size crocodile clips.

Run engine of car B; connect each end of the black lead to both Earth terminals

Or to the earth connection of dead battery vehicle.

Connect one end of the red crocodile clip to car A's battery positive terminal

Connect the other red crocodile clip to car B's battery positive terminal

Increase the engine speed of car B

Then use the starter of car A

When car A engine fires, disconnect the red, then the black leads.

Keep engines running, close bonnets, put the leads away.

5(a)(i) Draw and label a simple diagram showing the major components of a hydraulic braking system. (5 marks)

Tips: It is never essential, nor even absolutely necessary, to be an artist. However you must be able to produce good clear understandable 'block pictures' to assist in your teaching.

Diploma in Driving Instruction

SECTION E

VEHICLE OPERATION & PRINCIPLES

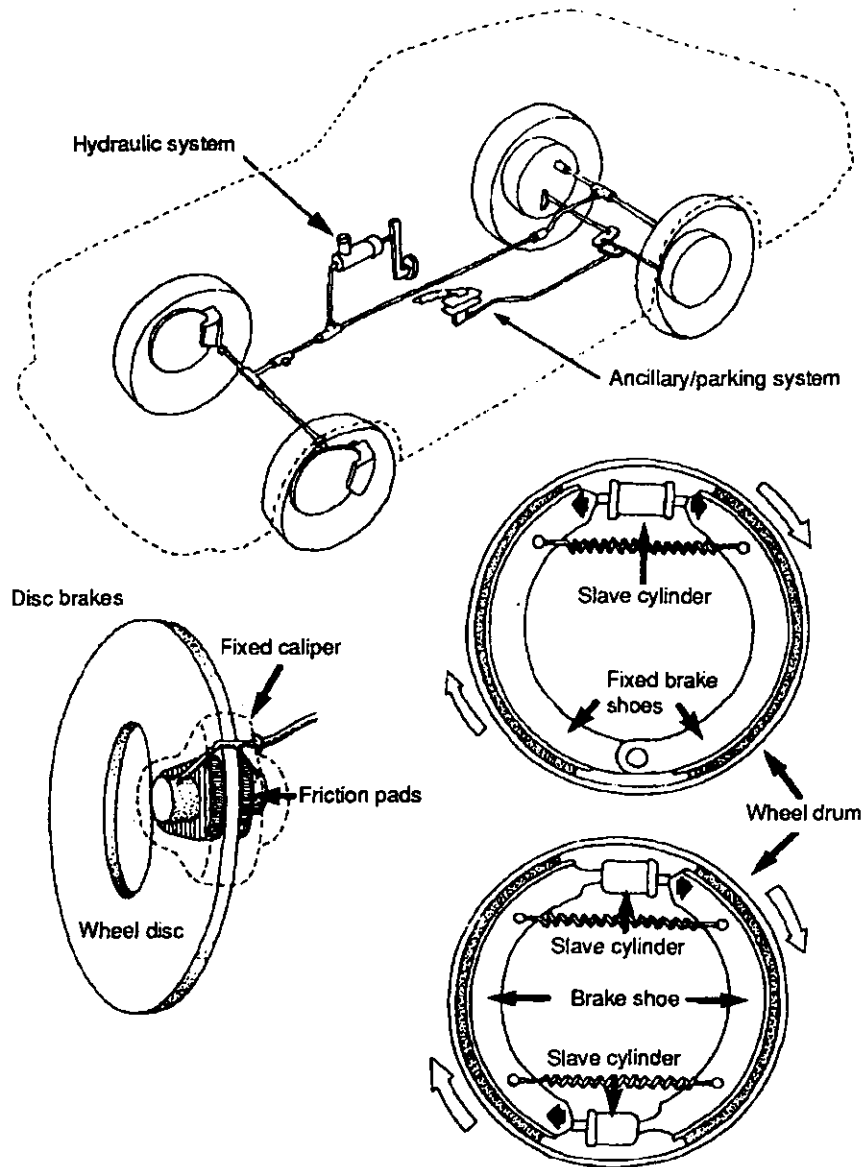


Fig 36 The Braking system

Diploma in Driving Instruction

The Hydraulic System

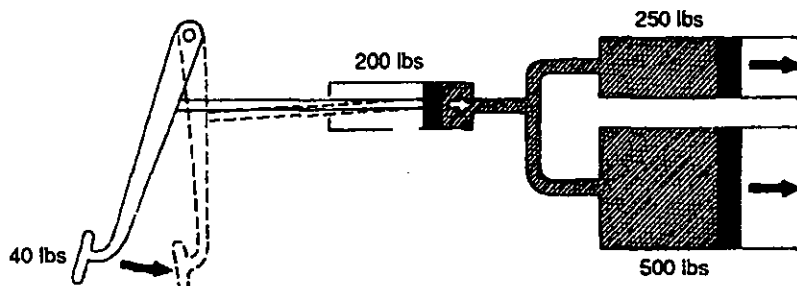


Fig 37 Multiplication of pressure

Pressing the brake pedal forces a piston in the master cylinder to compress the brake fluid causing pressure along the brake pipes to expand the wheel cylinders and force the friction material hard onto the rotating wheel drum or disc. Prolonged use of brake or binding brakes will cause drums or discs to become excessively hot; this may cause 'brake fade' resulting in seriously reduced braking efficiency.

Deterioration: occurs mainly from wear of the brake linings, leaking seals in the master or wheel cylinders, contamination of the brake fluid and corrosion of the brake pipes and joints. Loss of brakes can occur from water or fluid contamination on linings, burst fluid connecting pipe.

Maintenance includes:-

- check/adjust operation of footbrake and parking brake. (Some are self adjusting).
- lubricate parking brake linkage.
- check fluid level in the master cylinder.
- check pipes/connectors for corrosion or damage.
- bleeding of contaminated system and recommended changes of fluid.*
- check/renew disc pads and brake shoes.

Diploma in Driving Instruction

Answer: *(The answer should contain the following:)*

Recognisable scale drawing
realistic pressures and figures
an identifiable piston
and cylinder
and brake lines shown to all four wheels

(ii) Using your diagram, explain how the hydraulic braking system works. (5 marks)

Answer:

Pressing the brake pedal forces piston into the master cylinder,
which compresses the brake fluid causing increased pressure
along brake pipes to expand wheel cylinders.
These force the friction material (pads and linings)
onto the rotating drums or discs fitted to the wheels

(b) (i) Explain how a fractured pipe in a hydraulic braking system can cause brake failure. (2 marks)

Answer:

A fracture causes loss of brake fluid
causing failure of pressure onto drum or disc, which prevents the brakes working.

(ii) Outline the principle of a fail-safe braking system. (3 marks)

Answer:

Braking systems are duplicated
so that the first system operates on two front wheels and one rear wheel
and the second system operates on the two front wheels and other rear wheel

Q6.

Airbags and Anti Lock Braking systems (ABS) are becoming standard features in motor cars. Discuss how these two safety devices work and how they should make motor vehicles easier to drive and safer for vehicle occupants. (10 marks).

Tips: The key words here are: 'discuss', 'easier' and 'safer for the vehicle occupants'.

You need to give answers explaining, how they work, and how the fitment and use of them can make vehicles easier or safer to drive. Answer each part separately.

Diploma in Driving Instruction

Answer:

Airbags

**Inflate under impact ,
very quickly indeed.**

Then they deflate just as quickly to avoid creating vision problems.

They reduce facial and head injuries of front seat passengers

Airbags must be replaced once they have been used

ABS

**Electronically feel any loss of tyre grip and replace cadence braking system
by switching on and off at 60 or more pulses per second.**

They enable vehicles to be braked and steered at same time.

**However they do not enable cars to stop quicker but the additional control they offer make ,
them safer and remove the risk of skidding.**

It may even take longer to stop in some cases such ice or snow.

Diploma in Driving Instruction

Module IV: Driving Theory, Skills and Procedures

1. Driving Instructors need to give their clients advice on what to do at the scene of an accident.

(a) **What are the main dangers at the scene of an accident?** (2 marks)

Tips: Although there are only two marks for this, the answer should be based on a direct quote from the Accident section in the current Highway Code. Check with each part of the question to see how many marks can be scored, and answer each accordingly. Read the whole question through thoroughly first, before you begin to write your answer.

Answer:

The greatest risks at the scenes of Road Traffic Accidents are Fire and of further accidents quite often caused by other drivers being distracted,

(b) **What action needs to be taken by those first to arrive at the scene?** (8 marks)

Answer:

Stop, park safely, assess situation

Then switch off all engines and ban smoking,

And safeguard the scene generally.

Send someone to telephone for assistance - use mobile phone if possible.

Police and other services if needed

They should give exact location and full details of what is involved

Meanwhile look for injured and remove those who can be moved safely

Find someone to tend to bleeding and wounds of those who can't be moved

And offer comfort to those with serious injuries.

(c) **What additional action needs to be taken if a large tanker transporting chemicals has overturned in the accident?** (5 marks)

Answer:

Take a note of any spillage or potential spillage – if possible and necessary - read label on vehicle (known as the Carriage of Dangerous Goods Label).

inform police of the details shown on the CDG label

Look out for, and beware of any noxious fumes/ dangerous liquids etc

avoid other vehicles getting too close

assist the driver to get out to safety should this be necessary.

Diploma in Driving Instruction

2. (a) **Whilst driving at high speed along a dual carriageway trunk road, drivers must stay alert and look ahead for very high risk factors. List six of these risk factors. (6 marks)**

Tips: This is a very subjective question; and one that will allow you to use your imagination to write about what you would see as high risk factors. Although examiners would give full marks for any logical list, you must avoid listing similar items in the hope of adding to the marks. You need to visualise any road you know, then imagine what dangers can arise. Then list your answers. You do not need to write a long essay.

Answer:

Brake lights coming on in the distance

LGV trucks or coaches overtaking each other or moving into overtaking lane

Lower speed limit signs in the distance

Bunching of traffic ahead.

Traffic entering your road from the left, or waiting in the middle having half turned right into your side of the dual carriageway.

Warning signs (end of dual carriageway or similar) of change

Traffic lights or other warnings that may cause you to slow or to stop

- (b) **Emerging from a side road into any main road is always potentially dangerous. Give examples of the different types of danger involved. (6 marks)**

Tips: Again the words different types are important. Bear this in mind when giving your examples.

Answer:

Parked cars either side obstructing vision of oncoming traffic

Traffic entering your road, turning too wide, or cutting the corner

Vehicles travelling at higher or excessive speeds on the main road

Cyclists sneaking through slow moving traffic on the inside

Motorcyclists overtaking at last moment and or cutting in

Pedestrians crossing or dodging out from any of the roads

- (c) **Following too closely behind the vehicle in front is a major cause of accidents. Discuss the factors affecting stopping distances and the Highway Code recommendations regarding keeping a safe distance from the vehicle in front. (8 marks)**

Diploma in Driving Instruction

Tips: It is important to refer to the brakings and stopping distances in the HC in your answer, which must be in the form of an mini essay, discussing at least eight or ten separate factors.

Answer:

Speed is not proportional to stopping distance; HC tables which show the pattern of multiplying speeds by x1;x2;x3 etc

Your total stopping distance is based on proportional thinking distances, plus additional non-proportional braking distances

Vehicle tyre tread depth and correct pressures governs their ability to shift water, and to maintain plenty of grip when stopping

Road surface changes and standing water can also cause loss of tyre grip

distances are doubled, trebled or more on wet and icy conditions

The build up of moving traffic queues with vehicles closer than the two second rule, causes many nose to tail shunts

However inattention is a major cause of higher speed shunts

The practice of driving too closely is often due to laziness or lack of thought or isolation in the car; if drivers thought more about their safety gaps they would drop back.

Drivers who are late or in a hurry can encourage closing up to pressurise drivers ahead

- 3. (a) Tiredness can seriously reduce a person's ability to drive safely. List five other factors that can impair driving performance. (5 marks)**

Tips: It is necessary to look for five or more other factors apart from tiredness. Avoid using words which also mean tiredness, such as fatigue etc. It is always worth while trying to find an extra potential factor, in case two of those selected are considered to be too similar to be awarded a mark each.

Answer:

Loss of concentration

stress related problems

driving a strange vehicle, or one with a different transmission type.

driving in new or strange areas or conditions

adverse weather, traffic or road conditions

distractions in the car

- (b) Why do inexperienced or learner drivers tire more easily than those who have considerable driving experience?**

Diploma in Driving Instruction

(5 marks)

Tips: There is a degree of logic that says 'everyone knows new drivers tire more easily than experienced ones' that makes it more difficult to pin down proof and examples of it. But by reading the question properly and taking every aspect of it into account it is quite simple to write a cogent answer that will cover the subject properly. Again read the whole question through before starting to answer the first part. You often find that each answer runs on from the previous one. You obviously cannot score marks for repeating the same things in consecutive answers.

Answer:

**New drivers worry more, and lose concentration more easily
experienced drivers can relax and yet still manage to concentrate
experienced drivers are able to vary pace themselves more easily
new drivers tend to sit badly, too close to the wheel and gripping the steering wheel
on long journeys experienced drivers know how to plan their journeys in such a way they can relax even on long runs.**

(c) Explain in detail the dangers of driving for long distances or for long periods of time without taking a break.

(5 marks)

Answer:

**Concentration is limited to periods of about ten minutes maximum
tiredness can cause an impression of motorway 'hypnosis'
loss of concentration whilst driving on boring motorways can be countered by changing driving style for a short period.
It is not only the driver, remember that the vehicle can overheat or show signs of stress
If no food, drink or comfort stops are made it affects driving attention**

Q4. Various forces are exerted on a vehicle travelling at a constant speed when travelling around a curved path.

(a) Draw and label a simple diagram to show these forces and their directions.(5 marks)

Tips: Again it is not necessary to be an artist to give a good graphic representation of a vehicle and the forces exerted on it. A simple box with arrows for forces would suffice. Make the drawing big enough to be understood. – use half a page for the whole drawing.

Diploma in Driving Instruction

Answer:

A good clear drawing is needed, showing all the forces, and direction of travel.

The drawing would show steady curve followed by the car.

Centrifugal or centrepetal forces correctly shown

The intended course and direction which the wheels are facing is shown

Arrows point to where gravity, inertia and weight transfer would have effect.

- (b) Explain, in terms of these forces, what might happen to a front wheel drive car travelling on a curve as a result of:**

(i) accelerating; (1 mark)

Answer:

There is a transfer of weight to the rear of the vehicle

(ii) braking; (3marks)

Answer:

The nose drops sharply with weight transfer to front

There is loss of steering control

There is danger of wheel lock up in cases of excessive braking

(iii) increasing the steering. (1 marks)

understeer or description of same – the path followed by the car is less than that which would be expected from the amount of steering applied.

- (c) Discuss the causes and effects of aquaplaning, including how to avoid aquaplaning and what to do if it occurs. (5 marks)**

Answer:

Aquaplaning is normally caused by hitting a piece of road that has standing surface water, combined with limited tyre tread depth.

The vehicle is travelling at excessive speed for circumstances – which produces an inability to disperse the water

This creates wedge on which the front wheels ride

To avoid any risk, drive more slowly when potential exists

Diploma in Driving Instruction

5. (a) State the three main causes of skidding. (3 marks)
- | | |
|-------------------------------------|---|
| excessive braking whilst steering | 1 |
| excessive acceleration and steering | 1 |
| excessive speed and then braking | 1 |
- (Other correct answers on skidding acceptable maximum 3 marks)
- (b) Explain briefly the road surface condition most likely to cause skidding (2 marks)
- (i) in the summer;
- | | |
|---|---|
| long dry spells followed by | 1 |
| short sharp shower creating surface water | 1 |
- (ii) in the autumn. (2 marks)
- | | |
|---|---|
| wet roads and heavy rain lying on | 1 |
| fallen leaves and other debris from trees | 1 |
- (Other valid answers on surface conditions maximum 2 + 2 marks)
- (c) What are the basic techniques for driving safely on icy roads in winter. (3 marks)
- | | |
|--|---|
| Careful use of all vehicle controls | 1 |
| maintaining safe steady speeds | 1 |
| taking additional care when changing speed and direction | 1 |
- (Other valid answers on techniques acceptable maximum 3 marks)
- Total 10**
6. (a) Road user error contributes to 95% of all road traffic accidents. The types of error fall into four main categories. Describe these four categories. (8 marks)
- | | |
|--|---|
| Driving too close to vehicle ahead / resulting in nose to tail shunts | 2 |
| turning right unsafely / hitting oncoming traffic | 2 |
| overtaking misjudgments / causing head on crashes | 2 |
| driving too fast for road and traffic conditions / running out of road | 2 |
- (Other valid answers on driver error acceptable maximum 8 marks)
- (b) List seven different types of vehicle defect which contribute to a significant number of accidents (7 marks)
- | | |
|----------------------------------|---|
| Poor condition of tyres | 1 |
| badly worn or ineffective brakes | 1 |
| cracked or dirty windscreens | 1 |
| poor front or rear lighting | 1 |

Diploma in Driving Instruction

wipers ineffective in heavy rain	1
bad tracking on steering	1
defective indicators	1

(Other valid types of vehicle defect acceptable maximum 7 marks)

Total 15

7. **The Smith-Cummings-Sherman visual search system was developed in the USA as a set of rules for visual scanning when driving. State and explain five rules in your own visual search system you would expect your pupils to employ. (10 marks)**

Aim high in steering	1	look well ahead in traffic	1
Get the big picture	1	avoid focusing on one thing	1
Keep your eyes moving	1	look around parked cars etc	1
Leave yourself an 'out'	1	drive within your safe braking distance	1
Make sure you are seen	1	use your lights, indicators and eye contact	1

Diploma in Driving Instruction

Module V: Teaching, Practices and Procedures

1. The language used by instructors when giving instruction or route directions has a significant effect upon the performance of learner drivers.
 - (a) State the benefits of clear language and explain the sequential elements of good route directions given in good time. (5 marks)
 - (b) Discuss the likely effects of inappropriate vocabulary and of poor or late route directions upon a learner driver. (5 marks)
 - (c) Describe and explain how you would deal with a learner
 - (i) whose hearing is severely impaired; (5 marks)
 - (ii) who is unable to read and write. (5 marks)

Total 20 marks
2. You have been asked to give a group of twenty-four male and female new learner drivers a lesson on road markings and traffic signals in preparation for their driving theory test. The lesson will last fifty minutes and take place in a technical college classroom containing all the normal teaching aids.
 - (a) Draw up a lesson plan, giving details of the materials you would use with the group. (9 marks)
 - (b) Give the name of two different types of classroom teaching aids and describe in detail how you would use each of them. (6 marks)
 - (c) Explain how you would motivate the group and how you would validate the lesson in the time available. (5 marks)

Total 20 marks
3. (a) Discuss the advantages of teaching a group of two students at a time in the same car. (6 marks)
- (b) Would you expect teaching three students at a time in the same car to be more or less effective than teaching two students? Give your reasons. (4 marks)

Diploma in Driving Instruction

Total 20

4. (a) State, giving your reasons, what homework you would give your clients to do
- (i) before they have their first practical driving lesson with you; (4 marks)
 - (ii) in between their practical driving lessons; (4 marks)
 - (iii) before they have taken their theory test? (4 marks)
- (b) How would you check that your clients have done their homework and how would you deal with clients who have not done their homework? (3 marks)

Total 25 marks

5. (a) What are the characteristics of good visual aids for use in-car? (3 marks)
- (b) Draw and label one or more diagrams that you would use as in-car visual aids during a practical lesson to introduce a learner to reverse parallel parking. (7 marks)
- (c) Discuss the possible advantages and disadvantages of using a camcorder as an in-car learning aid during a practical driving lesson. (5 marks)

Total 15

6. The performance and behaviour of drivers can be influenced by physical, psychological and other factors. Explain briefly how each of the following is likely adversely to affect the performance of persons learning to drive:
- (a) physical discomfort. (4 marks)
 - (b) advancing age. (4 marks)
 - (c) alcohol and drugs. (4 marks)
 - (d) prescribed drugs and medicines. (4 marks)
 - (e) anxiety. (4 marks)

Diploma in Driving Instruction

Comments on sample scripts in all five papers.

This candidate almost made the pass mark in each paper, and yet could not be considered to have reached a 'pass' level in any of them.

I had to read each of the five scripts submitted by the candidate and in each case it seemed rather unfortunate for him that the marks awarded to each paper were (not much) below the accepted pass mark for that paper.

However there were no grounds in any of the five papers for any additional marks to be awarded. When the awards committee determined the pass and fail cut-off point, each of his scripts would have been individually scrutinised specifically with a view to saying

"Is this paper worthy of a pass?"

In this particular case each individual answer for the five papers would have been:

"Regardless of the marks allocated this paper does not deserve to pass".

This assessment system naturally applies to every years' scripts.

The specific comments made as a result of a careful study of each of the five answer papers were:

Paper One:

This Candidate does not know enough detail about the subject matter to score many marks. The question on the 'Blood - Alcohol test limits' is a typical example of badly answered response. Ten marks can be scored simply by remembering, and quoting correctly, each of the three separate maximum acceptable levels in detail. To gain all marks however, it is essential to identify the measurements used. The candidate had remembered three initial figures (one of them correctly, two within ten percent); but certainly did not identify the practical values of them (microgrammes and milligrams per 100 millilitres of blood, breath and urine).

Other questions requiring factual statements were also answered wrongly and much too briefly.

Paper Two:

The candidate showed that he had not correctly read and understood what was needed in a number of the questions. Therefore he was not able to answer them properly and would certainly have needed to write much more in order to score the number of marks that were available for each question.

Diploma in Driving Instruction

Paper Three:

It is obvious that the candidate shows considerable lack of knowledge – or an inability to write down correctly what is known – on many of the subjects of mechanical principles.

Paper Four:

If the candidate were to read the DIA manual (for example) he could learn more and increase the number of marks scored.

Paper Five:

There is an obvious need to read each question, understand what is required and then answer it as comprehensively as the marks indicate.

It is easy to see why this candidate was, unfortunately, unsuccessful in all five modules. Not only is his subject knowledge weak, too weak for acceptance as a worthy Diploma candidate, but his ability to write cohesively and at length is also weak.

Another candidate's paper Module 2

This candidate needs to write much more and give more accurate answers in order to gain sufficient marks for a pass. His answers were generally very brief and not always correct. It is not enough to say that an accountant prepares your books for you. The legal requirement for self assessment does not devolve to the accountant, but to the self employed person. However the syllabus for module two does include taxation; and self-assessment is not only a fundamental part of current taxation for the self employed, failure to observe these new rules will incur quite swingeing penalties.

I quote from page six of the syllabus. First two paragraphs.

"Candidates will be assessed on their ability to demonstrate a knowledge of the financial considerations involved in the operation of a training establishment, including single-vehicle, self-employed instructor working on his own account.

"The effects of taxation upon a business."

Incidentally the question would have been just as valid had the words Self Assessment been omitted. And of course, the answers required would still need to be appropriate to the current tax laws.

Another candidate's paper:

This candidate showed a failure to read the questions properly and even when he did answer them he was apparently unable to answer them correctly or in full. Alternatively it may be that his subject knowledge is not very good at all. Most answers were too short to merit enough marks to pass. I would suggest that he would benefit from much more detailed subject study coupled with plenty of practice at answering questions more fully.

Diploma in Driving Instruction

Another paper module two:

The candidate apparently failed to understand what the question asked. As an example one question asked for ten different kinds of tax allowable expenses - the candidate gave nine examples of one single type. Like another complainant, he also queried the use of the term "Self assessment" which is the current form of income tax assessment. As shown before the syllabus specifically refers to "Taxation" as a subject to be tested. However study of this particular paper shows that if the candidate had been able to pace his answers better he might have had more time to attempt question 7 which was not answered at all. The most notable feature of this script however was that the candidate printed his answers in bold block letters throughout. The suggestion is that this must have been very onerous and made the paper even more difficult for him.

Another paper taken from module 1

The candidate obviously had no knowledge at all about the question on disabilities. All professional instructors should know the terms used and be able to advise on them. None of his questions were answered well. It may be that more practice at writing answers is needed,

There was also a question on the ADI examinations (asking which road procedure items are tested) and this was badly answered with many non- road procedure items being given instead. Reading the questions (and knowing the subject better) are essential needs.

Diploma in Driving Instruction

Basic guidelines on how to cope with any written examination.

There are three essential needs that every examination candidate must have:

- Thorough knowledge of the subject;
- The ability to read and understand the questions;
- Answer the questions asked, not the questions you wished had been asked.

The only certain way to know that you have a thorough knowledge starts with reading the syllabus. Then read all the recommended literature. If you think you already know all there is to know, you can read it simply to convince yourself that you are right. If you discover that your knowledge is not as good as you thought, then read it again. Read all other material that you can discover. Should you find confusion, then the recommended reading is probably the best source. In any case read, study and understand the subject you are being tested on.

Next get hold of past examination papers. Make sure they are reasonably up to date. Some question papers from years back may well be out of date now. Certainly study each of the previous three or four years papers to get a taste of what sort of questions are asked. Candidates must also realise that the number of marks allocated to a question gives a rough guide to the length of the answer; and how much depth of knowledge needs to be demonstrated. In a two hour paper worth 100 questions, it would be reasonable to assume that five minutes could be allocated to a question worth only 5 marks, whereas a question worth 20 – 25 marks needs between twenty and thirty minutes to be spent on it.

Practise writing answers to some of the old questions. Allow yourself a minute for every mark. If you find you can answer any particular question in much less time than has been allocated, give yourself a moment's reflection. Perhaps you have missed something. It could be that you are not writing enough. Try writing more. Then when you re-read your answer, see if you can find five, ten (or whatever number of marks has been allocated) separate items you can give yourself a mark for. Then see if there is anything else you know about the subject you have not written.

On the other hand you do not need to write everything you know about every question. If you can only get five marks, then five bullet points may be enough. If there are twenty marks, you should write for at least fifteen minutes... and allow five more minutes to read it through at the end.

Where possible study "books of Model answers". See the style used for each type of answer – note the use of such words as "Outline", "Explain in detail", "Compare" "Discuss" and most of all the word "List". Examiners like to see lists laid out neatly one under the other. It can often prove difficult to pick out the individual items listed if they are hidden in a page and a half of

Diploma in Driving Instruction

close knit and scrawled handwriting. If you cannot get hold of model answers, try swapping your practice answers with a colleague. Mark each other's answers critically in relation to the requirement of the question.

Examiners have only one thing on their mind when they mark scripts. Has this particular candidate demonstrated by what they write that they have given a valid answer? If so how many of the allocated marks have been scored?

Peter Russell
Chief Examiner, Diploma in Driving Instruction
ASSESSMENT & QUALIFICATION ALLIANCE

“A Strategic Approach to CPD in the Driver Training Industry”

**A Project submitted to Middlesex University
in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies**

E Peter Russell

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS**

**Middlesex University
APPENDIX THREE**

**DIPLOMA IN DRIVING INSTRUCTION
A PROPOSAL FOR CHANGE**

This is presented as a paper for discussion, in response to a request for me to offer my thoughts. It is the result of a considerable amount of thought, discussion and planning. An AQA Board discussion on this paper might lead on to a satisfactory conclusion, I would be willing to enlarge on it, or prepare sample questions and papers, as required.

Spring 2001

Subject Officer, AQA – DipDI

DIPLOMA IN DRIVING INSTRUCTION

A PROPOSAL FOR CHANGE

Peter Russell

Chairman

**GENERAL PURPOSES COMMITTEE of
THE DRIVING INSTRUCTORS ASSOCIATION
Safety House,
Beddington Farm Road
CROYDON
CR0 4XZ**

Spring 2002

POTENTIAL FOR CHANGE TO THE DIPLOMA IN DRIVING INSTRUCTION

Background

The Diploma in Driving Instruction has now been in existence for almost twenty years and a considerable number of Approved Driving Instructors and others have taken and passed the examinations and hold the Diploma.

Nevertheless, over these years, national educational and examination principles have undergone considerable change, both in substance and in assessment. Therefore I suggest that a fresh look to see how best to re-structure the Diploma Examinations for the next twenty years would be timely.

The Present Structure and Form of the Diploma Examination

The Diploma examination consists of five separate Modules. Each Module is complete in itself, and each is examined in an unseen written paper of two hours' duration. The five Modules are:

Module I:	Legal Obligations and Regulations.	(961)
Module II:	Management, Practices and Procedures.	(962)
Module III:	Vehicle Maintenance and Mechanical Principles.	(963)
Module IV:	Driving Theory, Skills and Procedures.	(964)
Module V:	Teaching: Practices and Procedures.	(965)

The examinations set on these Modules are held during April and May each year. Candidates may enter one or more modules as they wish. There is no limit to the number of modules that a candidate may enter at any one time, nor on the number of occasions a candidate may enter for any particular module. Pairs of examinations are held on one day, one in the morning, one in the afternoon for two consecutive weeks; the fifth module takes place one week later on a morning.

On completion of all five modules, successful candidates are invited to apply to be awarded the Diploma in Driving Instruction, by the Driving Instructors Association (DIA). Diplomas are normally awarded at an annual national training conference.

Historically each two-hour written paper consists of between five and eight unseen questions all of which must be answered. The individual marks awarded for each question varies between 5 and 25; most questions scoring more than five marks are sub-divided into separate parts. A typical pass mark for each separate paper has been between 55-65 percent. All question papers, with a suitable marking scheme for each question, are prepared in October-December one and-a-half years before being set.

Because of alterations to legislation between the time of writing and the examinations being sat there have been a few, rare, occasions where legal and financial changes have affected the answer to a question; but, generally speaking, changes are readily taken into account when marking schemes are prepared and used. For example value added tax changes or alterations to the way L driver tests are conducted are both anticipated and allowed for in the marking schemes. Those questions with potential for it have marking schemes which allow for "Any other valid answer is accepted".

There is no point in change for change's sake and it is not the intention of this proposal to make any such suggestions; indeed the starting point for any discussion on change should begin with, and centre around, the current "Diploma Syllabus" which has stood the test of time, subject to minor alterations to match vehicle mechanical and electronic improvements and the changes to the legal requirements included in the subject content.

However, especially in the areas of vehicle mechanics, changes are taking place on a continuing basis and there is a current need for a complete re-write of the Diploma Syllabus. This may well be the first place to begin.

Two significant changes took place to the AQA Diploma qualification over the past ten years. Candidates for the diploma can be excused from taking Module five provided they can show they hold a valid teaching certificate in driver education, such as those issued by City & Guilds in their C&G370 series courses and examinations. Such candidates need only pass the first four modules of the examinations in order to gain the full diploma.

The second is that following lengthy discussions and formal proposals made to the National Centre for Work Based Learning Partnerships (NCWBLP), at the School of Lifelong Learning, of Middlesex University, it was agreed in 1994 that those students who held the Dip DI are offered 50 credit points as part of their foundation year studies towards University certificates, diplomas and degrees.

Students who are able to present an initial 2000-word essay, based on what they had learned whilst taking the Diploma courses and examinations, are awarded another ten credit points. This sixty-point credit is considered to be the equivalent of a University Certificate level and those students who wished to do so could convert their DipDI to a Middlesex University Certificate in this manner.

Candidates who decide to continue would have to gain a further 180 credit points to be awarded a Bachelor's degree, or 300 credit points for an honours degree. There are a number of other qualifications, certificates and training evidence which gain further credit points, beyond the 60 for the DipDI, as part of the NCWBLP accreditation for prior work-based learning; up to a maximum of 50% of the total required. Credit points are earned at different levels (from 1-5) to suit the candidates' own degree potential.

The Problem – or Challenge

There is one immense problem that has grown steadily worse over the past ten years. In the early days of the examinations, most colleges could run training courses for ten or so students and hold the examinations for them at the end of the course. As time has gone by there have been fewer and fewer courses run for groups of students and many more examination candidates have chosen to train independently, either individually or in small private groups. They then have to apply to take the examinations at any local college or examination centre that will agree to hold them. Fewer colleges are willing to accept single candidates; and the additional costs incurred by candidates who are able to find a college willing to accept them are out of proportion to the examination fees themselves. Quite often only one candidate is required to pay for the room and the use of an invigilator instead of being able to share the costs amongst a dozen or so colleagues.

The instant reaction to this that many potential candidates will abandon their intentions and in some cases return their training material for a refund.

Initially the DIA had looked at the potential for using some or all of the DSA's Learner driver theory test centres. Prometric Ltd currently conducts these for the DSA and there are over a hundred of these sites around the country. They would ideal places for use by DipDI candidates, however as the L driver theory test has evolved over the past five years, it has become completely computer based. This means there is less likelihood of clear desk space available and if the format of five by two-hour essay style examinations continues this would remain a continuing barrier to the potential use of Prometric sites for examinations.

Nevertheless there is still potential for this facility if sufficient persuasion on Prometric can be pressed home. What is needed is for a number somewhere between eight and twenty individual test centres that could be made available at various towns and cities across the country on the three days and relevant times of the examinations each year. These centres could be situated within forty or fifty miles of each potential candidate and the cost would certainly be less to candidates than some of the fees they currently face.

On the other hand, if the format of the examination did change, to that of using a multi-response examination style then approved premises could more readily be made available. Five single examinations, using selections from a bank of carefully selected and written questions, conducted on a single day would be perfectly feasible and probably quite economical. If this method was chosen it would be possible to have three separate papers in a morning, followed by two more in the afternoon. This could then form one half of the DipDI examination. An additional qualifying requirement, in order to achieve a pass in the diploma itself, could be met by writing a formal project designated as the equivalent of five hours work, in the same way that course and home work is now an accepted requirement of examinations in schools.

An alternate variation of the same suggestion could be that a full two and a half-hour multi-response examination would be enough to test candidate's comprehensive knowledge of the material covered in the syllabus. This would allow all five modules to be completed in one sitting, but would need a longer period of time for that single examination. However, more effort would be needed to complete the project satisfactorily. It would also allow the L driver theory centres to be used by prior arrangement. The standards of invigilation would need to be confirmed, of course, but this would be a relatively simple matter.

If the examination were changed to this format of multi-response style papers, the questions could be banded as in the ADI Part one Theory examination. There are five separate subject areas and each band would have a minimum pass mark together with an overall minimum pass percentage. For example, if there were five hundred questions (one hundred multi-response questions, each with five options), a pass mark of – say – 80% would be needed in each of the separate modules, with an overall pass mark of 85% being needed to obtain a pass. A failure to obtain a pass mark in any one of the modules would entail failing the whole paper. As in many examinations of this style increasing the pass/fail level readily changes the standard of minimum acceptance. This is often necessary where the same examination material is used for learner drivers, for trainee instructors and for potential diploma holders.

Naturally these suggestions create a series of other challenges concerning those students who would not (normally) wish to study for, and take examinations in, all five modules at a time. It would also mean that decisions would need to be made with regard to those whose knowledge as demonstrated in the M/R tests shows weaknesses in only one or two of the five subject areas. However there is nothing to prevent separate single module papers being prepared in such instances.

On the other hand, the DSA's approved instructors' theory examination (known as the ADI Part One test) is currently conducted precisely in this manner. Candidates are required to achieve an overall pass mark of 84%, but they also need to score individual minimum pass marks of 80% in each of the four separate modules in the test. Those who fail have to take the whole examination again.

There is a degree of logic that says ADIs would be more attracted to a type of examination that is similar to, but harder than, the normal type of driver training theory testing system.

To balance this suggestion, it must be remembered that the current Diploma examination method of using essay type questions and answers acts as a very effective filter to enable potential degree candidates to assess their own potential and to prepare them for this style of assessment.

Another variation on this same approach would be to hold the examination over the course of a whole day. The first part would be the 2½-hour multi-response question paper as suggested above. During the afternoon on the same day candidates could take a written theory project (seen or unseen) from a list provided each year. But this brings forward the same problem of desk space in what is essentially a computer-based classroom.

It would be invidious to require students to type their answers on computers, rather than handwrite them, in order to complete this second part of the examination. Nevertheless it could be considered as an option for each candidate to decide.

If a substantial project or essay is determined for the second part of the examination the subject could be selected by the candidate from a list provided each year, say three months in advance of the due date for the examinations.

All of the foregoing is produced with these following aims in view.

- Firstly to bring the DipDI up to date in a similar format to other examinations; and
- Secondly to maintain standards of acceptance, on par with present standards; this would be needed to satisfy the AQA and NCWBLP of Middlesex University.

However there is a third benefit which would not be lost on candidates. They preparation of a written or practical project, carried out over a period of time, would better prepare those students who are willing to continue their education to degree standards.

To Summarise:

- DipDI students find it difficult to find examination centres at an economical price.
- The present format of the Examinations needs revision to suit the 21st Century.
- Use of a multi-response style examination could still cover the whole of the syllabus and yet test centres would be relatively easy to find and support.
- One option would be for a 500 question five-hour examination, plus a relatively minor project (the equivalent of a further five hours work).
- An alternative would be to sit a two and a half hour examination with 250 or so multi choice questions, with a project taking seven and half hours.
- Another potential way to take the test would be to require candidates to take a two-hour computer based M/R test covering the whole of the DipDI syllabus. A further written essay would need to be prepared and produced by the candidate chosen from a selected series of subjects. Or a subject chosen by the candidate based around the theme of the DipDI and how studying for, and taking, the examination has changed their lives.
- If candidates are required to produce a project or long essay (even one prepared at home over a period of – say – three months), it would better prepare them for continuing professional development at the highest levels. A minimum 'essay' or project of 2000 words would parallel that presently required by Middlesex University and act as a useful preparation tool for their degree courses.
- Satisfactory completion of this essay after successfully passing the M/R test could be the basis on which the Diploma is awarded.

“A Strategic Approach to CPD in the Driver Training Industry”

**A Project submitted to Middlesex University
in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies**

E Peter Russell

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS**

Middlesex University

APPENDIX FOUR

Comments on:

**A Comparative Analysis of a PhD and a Professional Doctorate
Experience.**

JUNE 2002

Comments on:**A Comparative Analysis of a PhD and a Professional Doctorate Experience.****Thorne LE and Francis JC. April 2001**

By a struggling D Prof Student in his fourth and desperately hopeful, final year.

Introduction:

Having read the joint paper by Thorne and Francis, and having recognised my own situation within it, I feel that additional comments written from the perspective of one who, until commencing this professional doctorate programme, had been totally engaged in the professional work-place to the exclusion of direct contact with academe all his working life, might offer a third viewpoint. Although my life has been spent in writing and training in industry I had not fully appreciated the gap between that and the written needs for a doctoral project.

Research methods:

This heading provides a useful starting point for my comments. Research both at PhD level and for potential D Prof students is an essential and vital tool that must play its part in every step of the way. The writer has already found to his cost that the standard practices and research methods of the professional author and communicator are not required, nor are they even acceptable, at D Prof Project level.

When I began my doctoral programme, in my naivety, I assumed that my project would need to be written in a format that would prove a useful starting point for others to follow and build on. The whole concept of the Doctorate in Professional Studies (when I began in 1997) was new, and in my own view, not yet formalised either by those who had conceived it, nor in the minds of those who were the initial few test-tube babies conceived within the system. There were no apparent rules, except that it was like the PhD, but different from it.

This confusion was made doubly confusing by statements made at the initial launch seminars (October 1997, Professor D Portwood, D Prof leader: – ***“PhDs are essentially research based; we expect D Prof projects to be work-based”***) and others, with changes brought about so imperceptibly that they appeared to be quite dramatic ones when you eventually caught up with them.

Nevertheless the D. Prof. programme has obviously been a very strong learning process for all concerned; and one that I would not have missed for the world. However, learning to change my writing style was only the beginning. I have had to learn how to change my whole outlook on what is required from me so that I may produce whatever it is that is needed. I have had to re-visit my own experiences, my own knowledge, sources and resources; above all I have had to re-think who and what my readership really is. As a professional writer I have always accepted the need for an easily read and readily understood manuscript. However for this project I have apparently had to dress up my language with archaic vocabulary. Intelligence in the accepted sense is not a particular asset either. Being blessed with an IQ of 157, and what was once termed a photographic memory, are no help at all when I am required to re-invent for myself completely new styles of investigative research and writing. These styles may come easy to Ph D students, who, being new to their chosen vocations, can readily follow academic guidelines laid down at the turn of the previous century; but changing from a business led style to one that is academically suited, is much more difficult when you have had a lifetime of expertise, learned by that bitterest of teachers – experience of success and failure. Trial and success or error in the business sense leads to genuine and often dramatic achievements or failure. Trial and error in academic circles seems to be an acceptable and standard method of ‘learning’.

It is in my methods of research that I have had the hardest decisions to make. When writing for a prescribed reading audience, it has always been a simple matter of defining who they are; what are their needs; deciding how these

needs can be addressed through my own knowledge and experience; seeking out what additional material I need to discover; and planning how best to incorporate all of this into a readable and saleable book.

Above all there is the commercial need to remember that for books to be successful they have to sell; and that they will only be bought if the readers are convinced they will get their money's worth from them.

The fact that writing a doctoral dissertation is a completely different animal was very hard to accept. When I began my doctoral project I felt there was still a genuine readership to be considered. And these potential readers must be convinced that the contents are valuable enough to satisfy their needs too. This false premise was made much worse by an almost total lack of explanation of the project task out the outset. Academic styles, taken for granted by those who supervise Ph D students, were never explained to those with an industrial, commercial or professional background.

Where the conflict really confuses, and I am sure that I am not the only doctoral candidate in Professional Studies to have discovered this, it is that when you approach your daily task you have an instinctive knowledge of what and which working practices are acceptable. You are only on the doctoral programme because you have already made your mark within your own trade, industry or profession; and you are an accepted authority within it. I can, with relative modesty, claim in my own case that I am one of a very few accepted authorities within the industry. I find no problem in the task of seeking further research, and I actually enjoy all forms of study, research and constant development in my day-to-day business. It is easy to source your extra material, to acknowledge it where necessary, and to discard what is not needed. But in the real commercial world you cannot and dare not waste time on discarded sequences. If they are not needed, do not indulge your whimsy by continuing to try teasing life from them.

The problems that I have found arose when I tried to find genuine and quotable assistance from my extended sources of additional reading. I found

myself more likely to quote Pope: *"Know then thyself, presume not God to scan; The proper study of mankind is man"*; rather than later educationalists, many of whom have apparently foregone the classroom for the richer delights of telling others how to teach. Certainly I prefer to think of Pope as my mentor than the Concise Oxford Dictionary which defines:

'ethnomethodology' as n.

"a method of sociological analysis that examines how individuals in everyday situations construct and maintain the social order of those situations."

That, to me, was always just another way of saying, "study yourself and your peers". Old Alexander P. was right after all. Indeed as a practical example. In my project I wanted to use the famous "Newton quote" about having 'seen further by standing on the shoulders of giants'. However when I did source the origins of this very apt remark, I discovered that even Isaac himself had lifted the message from Bernard of Chartres in the 12th century, who had heard it quoted from writers and philosophers going back to Ancient Rome. I have no doubts that the Roman philosophers were quoting their Greek predecessors. Perhaps they too agreed with Ecclesiastes, which argued that there is nothing new under the sun.

In the matter of the lack of need for quotations from other sources, I am with Ralph Waldo Emerson who stated he hated those who used quotations. He wanted to be told what they knew. I agree too with Kipling, who compared those who used quotations with beggars enfolded themselves in the purple of emperors. Even Winston Churchill had thoughts on the matter. He felt that it was a good thing for uneducated men to read books of quotations. All of which I have used, but by deliberately avoiding direct quotations, to demonstrate the differences between a Ph D student beginning his education and a D Prof whose purpose is to explain his.

Of course all D Prof students use 'ethnomethodology' as a business tool. It is just that in business we usually call it by other names. This again is a lesson I have had to learn. It is that *'technological terminology is used to demonstrate professional status.'* Just as car mechanics will confuse car owners in the

repair shop with strange words, so it behoves us all in dissertations to make use of our own newly acquired academic vocabulary.

I feel that one of the greatest challenges facing all my fellow professional doctoral students who are basing their projects on their professional working lives, is that they already 'know themselves'. They will have enriched their many years in their working lives most profitably by studying, researching and fine tuning all their efforts through this overarching and continuing study of themselves, their working colleagues, their customers and future clients.

I am not complaining; indeed the changes I need to face can be seen as positive changes. However I am noting the difficulties that are faced by my present and future colleagues who take this academic path. As a hardened teacher 'of the old school' I realise that if learning does not take place it is the teaching that is at fault.

I have already learned that instead of writing a project in the form of a dissertation that those in my own industry can use as a starting point for their own graduate and post-graduate courses, I need to write a simpler, but considerably more complex, thesis that proves my abilities and capabilities to a panel of academic judges.

As a relatively prolific author (32 books in twelve years) I am used to working alone and producing saleable material by the simple, but depressing, method of sitting in front of a keyboard and screen, willing my brain to formulate the message, already in my head, that I need to sell. This is after I have spent many long hours, and indeed years, researching every aspect of the subject. But this would certainly not be so easy for a D Prof candidate whose normal working practices put him at the work-face as it were, working hand-in-hand with colleagues in purely pragmatic and commercial situations. One of the practical reasons that I have put these thoughts into words, is that I can well believe that many of my peers are finding great challenges in finding ways to make the worlds of business and academe meet on an apparent level playing field. My own dramatic depths of despair, reached during the past four years,

when it seemed that I could not overcome these barriers, have suggested to me that some may have already given up for lack of support of others and faith in themselves.

There is certainly a great need for meeting places of equal minds. In industry training workshops and brainstorming sessions, where business plans are discussed, teased out and formulated, are the norm. University style seminars do not match these beneficial activities to the same extent.

Somewhere, in these next few years as the D Prof qualification grows in stature and availability, the word "re-appraisal" will be dragged out, dusted and, hopefully, fully explored and exploited. I trust that this re-application will be applied with due care and consideration for the challenges met and overcome by those who have been the early guinea pigs.

I am sure that many of my current colleagues, especially those whose business lives flourish outside university walls, who are preparing for professional doctorates, will have climbed these particular barriers. It will be interesting to see what changes are effected to the requirements for the D Prof and how many will have been instigated by need rather than precept in the next five to ten years.

Peter Russell Southampton 2000 words

May 2001

Peter Russell is probably nearing the end of his working life; he has spent more than forty years in education in a permanently ongoing admixture of teaching, teacher-training, AQA examining, driver-training and writing. In 1994 he gave up his long standing role as General Secretary of the Driving Instructors Association; but did not retire. Instead he took a Master's degree in Advanced Driver Education before moving on to this doctoral project. He is still actively working in the driver training business as a prolific writer and broadcaster, as a training consultant; as chairman of the Driving Instructors Association (Int), Ltd; and as a negotiator with international and national governments on driver education.

APPENDIX FIVE D Prof Project

Recommended Reading and Study Material for future Degree Students

As part of my ongoing research reading I have studied all the current DETR and DTLR Research Programmes which have implications for professional driving instructors, at learner and post driving test level.

Over the past five years the following research programmes were studied on behalf of DIA and UDT, my own corporate training company and essentially for this Doctoral Project headed:

A Doctorate in Professional Studies PROJECT 1997 - 2002

"A Strategic Approach to CPD in the Driver Training Industry"

Although they contain important factors which have obvious implications on the way driving instructors train their clients in their search for continued professional development, there was nothing in any of them that provided additional information that had not already been released in some form or other. Nevertheless I feel that there may well be scope for further study in each of them to the advantage of road safety and especially for those who wish to expand their own research material for study.

I recommend all research students on driver education degree courses to read and learn from all of the following. It may even encourage them to do more practical research programmes on the same or similar subjects for their own projects.



Behavioural psychology S211K September 1996¹

The findings were published in TRL Reports 325 and 326

This study was carried out by TRL, and used a combination of on-road observation with survey techniques to investigate why drivers chose to drive at any particular speed, and to identify what were the determining factors.

Driver's choice of speed was often based on the purpose of the drive and whether the drivers were alone or accompanied.² Sensation seeking was a significant factor in male drivers, but not so often in female ones. However age, inexperience and annual mileage were predictably the most significant factors.

An analysis of the accident histories of drivers in the study showed that for an observed increase in speed by 1% there was an 7.75% increase in accident liability.

In many cases speeds were checked by video tape and drivers were identified by DVLA and were sent questionnaires to complete asking why they chose to drive at the speed recorded.

The changing views of the public towards speeding motorists are well evidenced. Nevertheless there is still considerable scope for the extension of this study.

Fleet Driver Safety* S211N TRL December 1998³

The findings were published in TRL Reports 390 and 317

¹ Quimby Maycock, Palmer & Grayson, 1996 TRL 325 & 326

² Statistics from the US have just (March 2000) been published confirming that young drivers are more likely to be involved in crashes when they carry one passenger, and even more likely to be involved in crashes when the vehicle is fully- or over- loaded.

³ Lynn & Lockwood 1998 TRL 317; Downs, Keigan, Maycock & Grayson 1998 TRL 390

The objectives of this project were to examine the evidence for the existence of what has been called the 'fleet driver effect' on accident rates and to assess the effect, identify factors contributing to it, and to review the effectiveness of the remedial measures which have been used to alleviate the effect. Drivers of company cars are an important sub group in accident causation and they make a disproportionate contribution to the total numbers of road casualties.

The result of the project was to confirm that fleet drivers have an accident rate of 50% more than average, even when greater mileage covered is taken into account. There was no discovered reason for this. It was also felt that previous measures taken to remedy the fact had not proved productive.

The conclusion drawn was that fleet drivers could only become safer by the introduction of a strong safety culture within their own organisation. Again the changes of attitude towards post test driver training, both on a personal level and as part of changing business practices are quite dramatic. The whole world of fleet and corporate driver training is still in its infancy and an enormous amount of research material is awaiting expansion.

Driver attitudes and beliefs S211R Manchester University June 1997

The findings were published in Road Safety Research Report No 13 (DETR)

This research project is an extension of previous work carried out by TRL. The purpose was to investigate the relationship between drivers' beliefs and their attitudes. It looked at their reported driver behaviour and the violations they committed in relation to the types of driving incidents and crashes in which they were involved. There was also some investigation into the relationship between hazard perception and the drivers' social motivational factors and their views on speeding. The results of this research, when completed, are expected to be used early in this century with regard to changes to driver training and assessment programmes.

The very limited amount of research that has been carried out with regards to behavioural experiences and attitudes by full licence holders would benefit from closer scrutiny by further study.

Risk, hazard perception and perceived control S211T TRL/University of Surrey. December 1998

Reports not yet published. (But provisionally referred to as the "Groeger" study.)

This is a potentially interesting research programme that for unknown reasons has yet to be published. There have been a number of requests, to read even part of the report, by the DIA, but these have thus far been refused.

We are particularly interested in the relationships between hazard perception skills, risk evaluation, perceived driving abilities and control skills, and deliberate self-induced exposure to risk. A small sample of inexperienced and experienced drivers in equal numbers was assessed on public roads, during which they were assessed by experienced driving observers. A large-scale postal survey was conducted to investigate self-reports of drivers' own views of risk in relation to their accident liability.

As the bulk of this report remains unpublished and there have been suggestions that the study itself needs greater expansion once again there is considerable scope for continuing this theme by further research.

Evaluation of driver improvement schemes* S213T Exeter University 1999
Report by the Devon & Cornwall Constabulary "The Burgess Report NDIS a psychological study".

The Driver Improvement Scheme was an initial experiment based at the Devon Driver Centre at the former Devon County Showground. It was originally made available for driving offenders who faced prosecution for driving without due care and attention. This became known as the Devon model. And has now been adopted by 30 separate authorities. During one twelve month period 1821 clients passed through eight training sites. 70% of the participants were male, and 67% under the age of 26. 89% of them considered the course would benefit them by giving them an opportunity for observation of their weaknesses.

Initially assessments and training were conducted by any ADI willing to take on the courses. The current intention is to arrange only to use specifically trained ADIs who meet DIS guidelines⁴.

More and more police forces in the country are now using education as an alternative (in some cases) to punishment. Whilst it is not necessarily seen as an easy option, most drivers who are offered this choice will immediately make the choice of a day's training rather than having penalty points on their licence. At this stage no one has made an evaluation of the changes that have been effected in the behaviour of these drivers, and on their future driving skills and attitudes.

Ongoing Research Programmes

Influencing driver attitudes and behaviour S 231A University of Manchester 1999

The report not yet published.

The Driver Behaviour Research Unit at the University of Manchester has been carrying out a series of programmes looking at the distinction between driving errors, traffic violations, and lapses of concentration; and the relationship of these with accident involvement.

Impact of retesting* S 213G TRL 1999

This report has not yet been published, but it follows on from previous research into this subject. TRL Reports 252 and 253 of 1996⁵.

⁴ The DIA is currently conducting a series of training courses, prepared and conducted by myself on behalf of the DIA, for evaluation by the NDIS.

⁵ Harland & Lester 1996 TRL 252; Pearce 1996 TRL 253.

The essence of this new report will hinge on whether retesting should be seen as a deterrent for first time offenders. It will obviously have impact on how the current system of 'Extended Driver testing'⁶ which can be imposed by Courts and Magistrates in cases of 'Bad, or very bad' driving.

Harland and Lester discovered that 80 percent of drivers who were questioned thought they would pass an L test if required to take it again. The TRL research papers in 1996 show the results that were the consequence of questioning 200 full licence holders in car parks in various places. They discovered that most non-offenders avoid breaking the law because they saw it as dangerous. Virtually all of those who had been caught said they would be discouraged from breaking road traffic laws if they could be re-tested before being allowed to drive again.

Although there was nothing new (at least nothing that had not previously been released in the form of news stories, press releases, or in road accident statistics), nevertheless there is considerable scope in all of the above for fresh investigation at a later date. There is certainly potential for more research by those considering research as part of their own personal CPD or University research and study programmes.

⁶ RTA June 1992 The Retesting of Dangerous Driving Offenders. But this is only enforced at the discretion of magistrates.

The following extracts are from a paper issued by PACTS (The Parliamentary Advisory Council for Transport Safety) in March 2000 and they give a few more pointers to the way in which Government thinking on road safety will affect the driver education industry.

The writer has been a member of PACTS and its Road User Behaviour Committee, since its inception more than twenty years ago, and has been involved in many of the discussions leading to this report to the DETR and the Government, and therefore has been involved in this response.

THE GOVERNMENT'S RESPONSE⁷ TO THE RECOMMENDATIONS IN THE REPORT BY THE PARLIAMENTARY ADVISORY COUNCIL FOR TRANSPORT SAFETY:

"ROAD TRAFFIC LAW AND ENFORCEMENT: A DRIVING FORCE FOR CASUALTY REDUCTION."

Chapter 4. Increasing knowledge

4 *DETR and the Driving Standards Agency should develop theory test questions requiring answers which demonstrate a deeper understanding of the casualty reduction issues behind a law and which test more rigorously a knowledge of risks, penalties and enforcement [M4. 2.]*

We agree in principle. The theory test question bank already contains some items that address the consequences of breaking laws, from the risk, penalty and enforcement issues. The main constraint on developing theory test questions is the availability of source material. The Highway Code, for example is not intended to be a comprehensive guide to the law and cannot carry definitive information about all penalties.

5. *When new driving licences are issued, the Driver and Vehicle Licensing Agency should circulate leaflets relating to collision and injury risk associated with law breaking. [M4. 2. 2a]*

We will consider options for improving the dissemination of information to drivers, whether new or experienced.

6. *DETR, and driving instructor and road safety organisations should promote initiatives which educate new drivers on the various risks and consequences of being involved in a collision or of breaking the law. [M4. 2. 2b]*

⁷ This report was issued to members of PACTS for discussion at their quarterly meeting with the Minister for Road Safety, held at the House of Commons on Tuesday 7th March 2000

We will consider options for improving the dissemination of information to drivers, whether new or experienced.

7. *DETR should find out the extent to which drivers lack an understanding of laws or their interpretation and provide additional practical information where necessary to reduce casualties. [M4.3.1]*

See recommendation 8.

8. *DETR should ascertain by research the extent to which people's knowledge of road traffic law changes over years since taking the driving test, and whether any deficiencies in this respect contribute to accident involvement. [M4.3.2a]*

Further thought will be given to how a research project might be framed to address recommendations 7 and 8.

9. *If the previous recommendation indicates that there are deficiencies, DETR should a) identify current and potential opportunities whereby all drivers are encouraged to obtain and consult on up to date Highway Code, b) assess whether casually-saving benefits can be derived from drivers reminding themselves of the content of the Highway Code, and, if so, c) to consider introducing a mechanism for encouraging them to do so. [M4.3.2b]*

This will be considered in the light of the outcome in recommendation 8.

10. *DETR should seek further opportunities for updating drivers on recent changes in the law and penalties. [M4.3.2c]*

We will consider options for improving the dissemination of information to drivers whether new or inexperienced.

ENDS

There were a total of 97 recommendations to Government but those shown were the only ones that will directly affect, and be affected by, those working in the driver education industry.

Peter Russell

February 2002.

Material garnered as part of my Doctorate in Professional Studies
PROJECT, for Middlesex University N. C.W. B. L. P. 1997 - 2002

"A Strategic Approach to CPD in the Driver Training Industry"

1

“A Strategic Approach to CPD in the Driver Training Industry”

**A Project submitted to Middlesex University
in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies**

E Peter Russell

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS**

Middlesex University

APPENDIX FIVE

**Recommended Reading and Study Material for future Degree
Students**

JUNE 2002

APPENDIX FIVE D Prof Project

Recommended Reading and Study Material for future Degree Students

As part of my ongoing research reading I have studied all the current DETR and DTLR Research Programmes which have implications for professional driving instructors, at learner and post driving test level.

Over the past five years the following research programmes were studied on behalf of DIA and UDT, my own corporate training company and essentially for this Doctoral Project headed:

A Doctorate in Professional Studies PROJECT 1997 - 2002

“A Strategic Approach to CPD in the Driver Training Industry”

Although they contain important factors which have obvious implications on the way driving instructors train their clients in their search for continued professional development, there was nothing in any of them that provided additional information that had not already been released in some form or other. Nevertheless I feel that there may well be scope for further study in each of them to the advantage of road safety and especially for those who wish to expand their own research material for study.

I recommend all research students on driver education degree courses to read and learn from all of the following. It may even encourage them to do more practical research programmes on the same or similar subjects for their own projects.



Behavioural psychology S211K September 1996
 The findings were published in TRL Reports 325 and 326

This study was carried out by TRL, and used a combination of on-road observation with survey techniques to investigate why drivers chose to drive at any particular speed, and to identify what were the determining factors.

Driver's choice of speed was often based on the purpose of the drive and whether the drivers were alone or accompanied.² Sensation seeking was a significant factor in male drivers, but not so often in female ones. However age, inexperience and annual mileage were predictably the most significant factors.

An analysis of the accident histories of drivers in the study showed that for an observed increase in speed by 1% there was an 7.75% increase in accident liability.

In many cases speeds were checked by video tape and drivers were identified by DVLA and were sent questionnaires to complete asking why they chose to drive at the speed recorded.

The changing views of the public towards speeding motorists are well evidenced. Nevertheless there is still considerable scope for the extension of this study.

Fleet Driver Safety* S211N TRL December 1998³
 The findings were published in TRL Reports 390 and 317

¹ Quimby Maycock, Palmer & Grayson, 1996 TRL 325 & 326

² Statistics from the US have just (March 2000) been published confirming that young drivers are more likely to be involved in crashes when they carry one passenger, and even more likely to be involved in crashes when the vehicle is fully- or over- loaded

³ Lynn & Lockwood 1998 TRL 317; Downs, Keigan, Maycock & Grayson 1998 TRL 390

The objectives of this project were to examine the evidence for the existence of what has been called the 'fleet driver effect' on accident rates and to assess the effect, identify factors contributing to it, and to review the effectiveness of the remedial measures which have been used to alleviate the effect. Drivers of company cars are an important sub group in accident causation and they make a disproportionate contribution to the total numbers of road casualties.

The result of the project was to confirm that fleet drivers have an accident rate of 50% more than average, even when greater mileage covered is taken into account. There was no discovered reason for this. It was also felt that previous measures taken to remedy the fact had not proved productive.

The conclusion drawn was that fleet drivers could only become safer by the introduction of a strong safety culture within their own organisation. Again the changes of attitude towards post test driver training, both on a personal level and as part of changing business practices are quite dramatic. The whole world of fleet and corporate driver training is still in its infancy and an enormous amount of research material is awaiting expansion.

Driver attitudes and beliefs S211R Manchester University June 1997

The findings were published in Road Safety Research Report No 13 (DETR)

This research project is an extension of previous work carried out by TRL. The purpose was to investigate the relationship between drivers' beliefs and their attitudes. It looked at their reported driver behaviour and the violations they committed in relation to the types of driving incidents and crashes in which they were involved. There was also some investigation into the relationship between hazard perception and the drivers' social motivational factors and their views on speeding. The results of this research, when completed, are expected to be used early in this century with regard to changes to driver training and assessment programmes.

The very limited amount of research that has been carried out with regards to behavioural experiences and attitudes by full licence holders would benefit from closer scrutiny by further study.

Risk, hazard perception and perceived control S211T TRL/University of Surrey. December 1998

Reports not yet published. (But provisionally referred to as the "Groeger" study.)

This is a potentially interesting research programme that for unknown reasons has yet to be published. There have been a number of requests, to read even part of the report, by the DIA, but these have thus far been refused.

We are particularly interested in the relationships between hazard perception skills, risk evaluation, perceived driving abilities and control skills, and deliberate self-induced exposure to risk. A small sample of inexperienced and experienced drivers in equal numbers was assessed on public roads, during which they were assessed by experienced driving observers. A large-scale postal survey was conducted to investigate self-reports of drivers' own views of risk in relation to their accident liability.

As the bulk of this report remains unpublished and there have been suggestions that the study itself needs greater expansion once again there is considerable scope for continuing this theme by further research.

Evaluation of driver improvement schemes* S213T Exeter University 1999
Report by the Devon & Cornwall Constabulary "The Burgess Report NDIS a psychological study".

The Driver Improvement Scheme was an initial experiment based at the Devon Driver Centre at the former Devon County Showground. It was originally made available for driving offenders who faced prosecution for driving without due care and attention. This became known as the Devon model. And has now been adopted by 30 separate authorities. During one twelve month period 1821 clients passed through eight training sites. 70% of the participants were male, and 67% under the age of 26. 89% of them considered the course would benefit them by giving them an opportunity for observation of their weaknesses.

Initially assessments and training were conducted by any ADI willing to take on the courses. The current intention is to arrange only to use specifically trained ADIs who meet DIS guidelines⁴.

More and more police forces in the country are now using education as an alternative (in some cases) to punishment. Whilst it is not necessarily seen as an easy option, most drivers who are offered this choice will immediately make the choice of a day's training rather than having penalty points on their licence. At this stage no one has made an evaluation of the changes that have been effected in the behaviour of these drivers, and on their future driving skills and attitudes.

Ongoing Research Programmes

Influencing driver attitudes and behaviour S 231A University of Manchester 1999

The report not yet published.

The Driver Behaviour Research Unit at the University of Manchester has been carrying out a series of programmes looking at the distinction between driving errors, traffic violations, and lapses of concentration; and the relationship of these with accident involvement.

Impact of retesting* S 213G TRL 1999

This report has not yet been published, but it follows on from previous research into this subject. TRL Reports 252 and 253 of 1996⁵.

⁴ The DIA is currently conducting a series of training courses, prepared and conducted by myself on behalf of the DIA, for evaluation by the NDIS.

⁵ Harland & Lester 1996 TRL 252; Pearce 1996 TRL 253.

The essence of this new report will hinge on whether retesting should be seen as a deterrent for first time offenders. It will obviously have impact on how the current system of 'Extended Driver testing'⁶ which can be imposed by Courts and Magistrates in cases of 'Bad, or very bad' driving.

Harland and Lester discovered that 80 percent of drivers who were questioned thought they would pass an L test if required to take it again. The TRL research papers in 1996 show the results that were the consequence of questioning 200 full licence holders in car parks in various places. They discovered that most non-offenders avoid breaking the law because they saw it as dangerous. Virtually all of those who had been caught said they would be discouraged from breaking road traffic laws if they could be re-tested before being allowed to drive again.

Although there was nothing new (at least nothing that had not previously been released in the form of news stories, press releases, or in road accident statistics), nevertheless there is considerable scope in all of the above for fresh investigation at a later date. There is certainly potential for more research by those considering research as part of their own personal CPD or University research and study programmes.

⁶ RTA June 1992 The Retesting of Dangerous Driving Offenders. But this is only enforced at the discretion of magistrates.

The following extracts are from a paper issued by PACTS (The Parliamentary Advisory Council for Transport Safety) in March 2000 and they give a few more pointers to the way in which Government thinking on road safety will affect the driver education industry.

The writer has been a member of PACTS and its Road User Behaviour Committee, since its inception more than twenty years ago, and has been involved in many of the discussions leading to this report to the DETR and the Government, and therefore has been involved in this response.

THE GOVERNMENT'S RESPONSE⁷ TO THE RECOMMENDATIONS IN THE REPORT BY THE PARLIAMENTARY ADVISORY COUNCIL FOR TRANSPORT SAFETY:

"ROAD TRAFFIC LAW AND ENFORCEMENT: A DRIVING FORCE FOR CASUALTY REDUCTION."

Chapter 4. Increasing knowledge

4 *DETR and the Driving Standards Agency should develop theory test questions requiring answers which demonstrate a deeper understanding of the casualty reduction issues behind a law and which test more rigorously a knowledge of risks, penalties and enforcement [M4. 2.]*

We agree in principle. The theory test question bank already contains some items that address the consequences of breaking laws, from the risk, penalty and enforcement issues. The main constraint on developing theory test questions is the availability of source material. The Highway Code, for example is not intended to be a comprehensive guide to the law and cannot carry definitive information about all penalties.

5. *When new driving licences are issued, the Driver and Vehicle Licensing Agency should circulate leaflets relating to collision and injury risk associated with law breaking. [M4. 2. 2a]*

We will consider options for improving the dissemination of information to drivers, whether new or experienced.

6. *DETR, and driving instructor and road safety organisations should promote initiatives which educate new drivers on the various risks and consequences of being involved in a collision or of breaking the law. [M4. 2. 2b]*

⁷ This report was issued to members of PACTS for discussion at their quarterly meeting with the Minister for Road Safety, held at the House of Commons on Tuesday 7th March 2000

We will consider options for improving the dissemination of information to drivers, whether new or experienced.

7. *DETR should find out the extent to which drivers lack an understanding of laws or their interpretation and provide additional practical information where necessary to reduce casualties. [M4.3.1]*

See recommendation 8.

8. *DETR should ascertain by research the extent to which people's knowledge of road traffic law changes over years since taking the driving test, and whether any deficiencies in this respect contribute to accident involvement. [M4.3.2a]*

Further thought will be given to how a research project might be framed to address recommendations 7 and 8.

9. *If the previous recommendation indicates that there are deficiencies, DETR should a) identify current and potential opportunities whereby all drivers are encouraged to obtain and consult an up to date Highway Code, b) assess whether casually-saving benefits can be derived from drivers reminding themselves of the content of the Highway Code, and, if so, c) to consider introducing a mechanism for encouraging them to do so. [M4.3.2b]*

This will be considered in the light of the outcome in recommendation 8.

10. *DETR should seek further opportunities for updating drivers on recent changes in the law and penalties. [M4.3.2c]*

We will consider options for improving the dissemination of information to drivers whether new or inexperienced.

ENDS

There were a total of 97 recommendations to Government but those shown were the only ones that will directly affect, and be affected by, those working in the driver education industry.

Peter Russell

February 2002.

Material garnered as part of my Doctorate in Professional Studies
PROJECT, for Middlesex University N. C.W. B. L. P. 1997 - 2002

"A Strategic Approach to CPD in the Driver Training Industry"

“A Strategic Approach to CPD in the Driver Training Industry”

**A Project submitted to Middlesex University
in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies**

E Peter Russell

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS
Middlesex University
APPENDIX SIX**

**The USE & ABUSE
of Dual Controls in
DRIVER TRAINING VEHICLES**

The Definitive Treatise on safer driver training

JUNE 2002

**Printed and Published by
Driver Training and Testing Publications
December 2001**

The
USE & ABUSE
of Dual Controls
in
DRIVER TRAINING VEHICLES

The Definitive Treatise on safer driver training

by

Peter Russell,

DRIVER TRAINING AND TESTING PUBLICATIONS
Manor Heights SOUTHAMPTON SO18 1JB
Tel 023 80 582 480 Fax 0870 138 7840

December 2001

Published and Issued free of charge in the Interests of Road Safety
by He-Man Equipment Ltd of Northam, SOUTHAMPTON

PUBLISHED
Spring 2002

INTRODUCTION

For more than sixty years Britain has been to the forefront of the use of dual controls in driver training vehicles. Most driving instructors take it for granted that their cars must be fitted with them and the parents of new learners take it for granted that their offspring need the safety of dual controls for all their early lessons.

British-made dual controls are fitted to driver training vehicles all over the world. And, indeed, dual controls are now required as a legal safety fitting in many countries whenever learners are behind the wheel.

Naturally parents and pupils also feel there is some benefit too in using driving school cars for taking their test. Statistically the Driving Standards Agency, who conduct or control all driving tests in the UK, has always maintained that the proportion of cars on test fitted with dual controls has always been over 94%; in some years they claim as many as 98% of all learner driver tests are taken in driving school cars.

This unqualified, and relatively unsubstantiated, statistic is the reason given by successive Departments of Transport – or at least those civil servants who rule its Road Safety Division on behalf of successive governments – against the compulsory fitting of dual controls to vehicles used on driving tests. Yet Britain is one of very few countries in the European Community where dual controls are not compulsory. This is in spite of the fact that most British driving instructors have asked for them and even the Trades Unions representing driving examiners have asked for them too.

Safety is not the only reason for the request for the fitting of dual controls whilst under tuition on test; although safety is the most important. Driving examiners only ever see test candidates who are capable of reaching a reasonable standard, even if they are not competent enough to pass the test. However when completely untrained new drivers first take the wheel no one can ever be sure how they will react to the presence of other vehicles around them. Although professional driving instructors will argue they rarely need to use the dual controls after pupils have reached minimum stages of competency, no one can predict when an instructor may have to take over in an emergency.

Similarly from an examiner's point of view most test candidates are capable of driving around a test route; but there is also a very strong argument that two standards of driving test are conducted, according to whether dual controls are fitted or not.

It is a common complaint by instructors that those test candidates who take their tests in private entry vehicles are invariably given 'easier' test routes, with some notorious junctions and traffic situations avoided completely. Representatives of the Driving Standards Agency do not always accept this although many examiners will privately admit that this is so. However it is certainly true that examiners agree that they often need to take avoiding action earlier in cars not fitted with dual controls in order to keep the car and the situation safe. Whatever the reason there is a definite impression given to all professional driving instructors that there is a marked difference between the ways driving tests are conducted when dual controls are not fitted. If this is so, there are grounds to argue that the true competency of candidates who take their tests in cars not fitted with dual controls cannot be fully tested. The DSA's only response to this is that candidates who have had much more experience in driving and many more miles and hours at the wheel, are usually better. But this cannot be an argument for a lower level of test.

Historically driving examiners are only allowed to interfere with the vehicle on test, or the conduct of the driver, in order to safeguard 'life and limb'. One statistic that has remained constant throughout the past twenty-five years of driver testing, however, is that driving examiners take action in ten percent of all driving test failures. Two-thirds of these actions are voice only; in one-third, that is, on more than 25,000 occasions every year, physical action is taken.

If half of these examiners' actions involve moving the steering wheel, it means that more than twelve thousand driving tests involve the driving examiner being forced to use the dual control pedals to avoid the risk of a crash. Something that is often overlooked by instructors is that once the examiner has taken action, the driving test is automatically concluded and the test is abandoned. Because the examiner is not willing or allowed to act as a supervising driver, the car is not normally covered by insurance from that point on.

This is a terrible indictment of the standard of driving of a sizeable proportion of people taking driving tests. In view of the fact that the Road Safety Division of the DETR has consistently refused to insist that dual controls must be compulsory fitted to all cars used for driving tests, then some other punitive action is required. Perhaps those ADIs whose pupils consistently require driving examiners to take control of the vehicle during the test should be subjected to more stringent check testing.

These twenty-five thousand separate occasions, every year, emphasise the need for dual controls to be fitted to all vehicles whenever learner drivers are at the wheel.

Currently the DSA is investigating changes to the ways in which ADIs are check-tested, and the standards by which they are graded. This may well depend in the future on the percentage of their candidates whom the driving examiner needs to take action. Every driving examiner I have spoken to has admitted that they have their own personal list of instructors whom they know are more likely to bring below-standard pupils for test. However the action of check testing these instructors is looking at the problem from the wrong direction.

Any instructor may occasionally bring a pupil on test who suffers from nerves to such an extent they cannot cope. It may even happen – say – once or twice a year. But where instructors bring candidates needing action taken so regularly that examiners can readily identify and anticipate certain instructors to bring unsafe drivers, perhaps some drastic or punitive action needs to be taken against those instructors.

No one could ever calculate the number of occasions when dual controls have been used during driving lessons. Most experienced instructors are quite sparing in their use of dual controls. Once they have assessed their pupils' capabilities and understood their patterns of behaviour, it is much easier to know when their limits are likely to be met. Most good instructors realise that each time they take over control of the car, this has a negative effect on the pupil's training progress. Conversely each time a pupil correctly performs a new skill, the reinforcement factor is very positive indeed.

It is a fact of life that learning to drive and taking driving tests would be much less hazardous, to learner drivers, to driving instructors and examiners and to the general public, if dual controls were regarded as standard fitting to all learner driver training school vehicles.

PART ONE:

There are more than three thousand new driving instructors who qualify every year, and another five thousand more who will fail to pass the final examinations. Nevertheless these 'failed' instructors will still take out learner drivers and, in very many cases, this is done without any previous training in the proper use of dual controls. Trial and error would appear to be the favoured method

Imagine the scene, a very nervous new driver who is totally petrified at the thought of driving in traffic, and who is accompanied by a brand new trainee instructor, in a strange car with an additional set of pedals in front of his seat. Almost certainly any use of the dual controls falls into two opposing categories: some instructors will forget or ignore them until it is too late; or they will be used too soon which is not only confusing to the pupil, but possibly dangerous to everyone else on the road. In some cases, hopefully not very often, the new instructor will play with the pedals during the initial lessons, taking great delight in 'controlling' the vehicle, if not the traffic situation, from the passenger seat. It will not last for long because any pupil so treated will want to find a new instructor very soon.

So before we can begin to discuss the use and abuse of dual controls in a driving school vehicle it is worthwhile establishing a few fundamental facts, and identifying some considered opinions.

First of all there is an absolute need to establish a basic teaching principle:

"Dual controls are not an aid to teaching; they are a safeguard only for use when learning needs are overcome by safety considerations".

The above quote is an extract from one of the better instructor training manuals first produced in 1980 for the British School of Motoring, who have historically produced the greatest throughput of new instructors in the country.

It may help to reinforce this view if I can quote one simple example from many years of experience that has happened regularly to me, and undoubtedly to most other experienced instructors, when they have taken on a new client who had been learning with a different instructor.

The pupil gets in the car and claims that they are quite capable of moving off on a hill, or carrying out any other manoeuvring exercise, on their own. When asked to demonstrate this ability, they fail miserably and then complain.

"Oh! I can only do it if the instructor helps me with the clutch!"

Sometimes this same message is hidden in the statement:

"Your car is so different, I never rolled back in Blank's car"

Who is at fault for this? The answer must be the previous instructor who did not teach this particular item properly. (Don't say this to your new client however. Remember that if you criticise another instructor you are really defaming the whole industry.) What you do is explain that you teach in a different way, but that you feel it is essential for them to learn how to control the foot controls so well that they will never require you – or anyone else – to help them feel the clutch biting point. As this is a pivotal point (in many ways) when learning to drive you can also

demonstrate whilst stationary from the passenger seat exactly how they should use their ankle, rather than the whole of their left leg, to enable the clutch pedal to reach and hold its various positions – easily and safely.

As an example I always used to teach pupils how to identify the clutch movement up to the “holding or biting point” by recognising the different stages. These could be:-

- | | |
|--------------------|---|
| First of all it is | Heard – as the clutch begins to bite and the engine revs drop slightly. |
| Then it is | Felt – as the vibration from the engine is transmitted to the steering wheel, this is the point where you hold your feet absolutely still. |
| And finally it is | Seen – this is when you can see the rev counter begin to drop and the gear lever trying to move sideways. At this point the clutch is too far up and the pupil must move the left foot down just that tiny amount where the car is now held safely at the biting point – where the 'clutch control' is neither moving the car forward, nor allowing it to roll back. |

Incidentally I always spent a minute or two at the beginning of each early lesson, confirming, recapping and reinforcing this particular skill. When my pupils could demonstrate their absolute control, my final comment was that I should never need to remind them again, nor help them with voice or foot.

“I won’t need to help you with the clutch ever again, WILL I?”

Regrettably in the first two or three lessons this question only lasted until the end of the lesson. At the commencement of the next lesson you often need to go back to a period of prompted practice. Nevertheless it established a very firm teaching point. Most new pupils can learn perfect clutch control in somewhere between one and three lessons. It rarely takes longer than the fourth hour of training. However note the use of the question at the end of the last paragraph. The most effective way of teaching anything is to get the pupil to agree with you what they next need to learn. Once you have gained their agreement, half of your teaching task is complete. Absolute clutch control is the cycling equivalent of riding without support.

Learning has been defined as a change of behaviour. Teaching is assistance with learning; and where learning does not occur complete with understanding, the teaching is neither effective nor efficient. This message is reinforced by the logic that says learner drivers must be able to demonstrate their ability to move off safely and under full control frontwards before they can begin to learn how to do so in reverse. Possessing the skill to lurch off without too many jerks is not quite the same as being able to manoeuvre under total clutch control.

However, before we get into the higher semantics of the sequences of training, it is more important to look at the overall part that dual controls play in learning to drive and how the use of dual controls should be explained to new drivers.

Dual controls are introduced to the pupil immediately after the main hand and foot controls. You explain their purpose and the conditions under which you may be required to use them. But you also explain that dual controls can only enable you to stop the car should an emergency situation arise. You will need to stress to them

that you can only carry out actions that they have not done. There are two things that even dual controls cannot do.

These are that when the pupil stamps hard on either brake or the accelerator pedal you cannot over-ride them. You must teach, from the very outset, that should the pupil freeze hard on the pedals – any of them – you may be forced to act quickly with you voice only. What you say to them, on the very first lesson, is:

“if you brake or accelerate too hard at any time I shall say to you:

“OFF FEET!”

if ever I say this, please take your feet well away from all three pedals and I shall be able to regain control of the car”.

Depending on the pupil you may be able to explain the reasons for this, spelling out the dangers of hitting the brakes so hard that you may be hit from behind or the car may skid; or that if they floor the accelerator pedal they might hit something ahead, lose control of the steering, or blow the engine.

Or if they are a bit nervous of machinery – and cars in particular – it might be better to tell them that you will take control to avoid risk of damage.

What are ‘Dual controls’?

In the accepted sense they usually consist of two duplicated pedals fitted in front of the passenger’s seat so that the accompanying or supervising driver can control the car when a serious or potentially dangerous incident happens. The pedals replicate the footbrake and the clutch. Naturally the dual brake pedal is the one that is most likely to be needed. It is a teaching weakness to make use of the clutch to ‘help out the driver’. Unless they know the consequences of all their actions they will not be motivated to learn.

Reverting to the message contained in that earlier BSM training manual it continued: “...Dual controls are used when the safety of the car, the occupants or other road users are at risk. And whenever they are used the instructor must say to the pupil:

‘I have just used the dual controls because We will now pull in over there and discuss why it happened before we start again’ ”.

You still need to tell the pupil even when it is patently obvious what you have taken over control. It is part of your own self-discipline, and that way there can never be any doubt whether you are using them or not. If you are in the habit of using duals occasionally to assist a pupil in making some headway in the lessons and you don’t normally say anything, try telling them. If the thought of this embarrasses you it is certainly because you are using them for the wrong reasons.

By making yourself tell your pupils every time you use the dual pedals, you will learn something about yourself too. Are you helping to make life easier for the pupil, or to make it easier for yourself?

Or, worse still, are you giving your pupils false confidence that could so easily be shattered when they go out with someone else? By telling them every time you

might be more willing to avoid taking the easy option and, by so doing, allow the pupil to gain some genuine learning practice. Whenever a genuine emergency does arise and, if it is one that the pupil cannot cope with, the instructor is forced to take emergency action, then normally only the brake pedal would be used; possibly in conjunction with the steering wheel. The reasons will be discussed and justified later.

Abuse of dual controls.

Some years ago, I was heavily involved in the training and testing of new driving instructors. My guidelines to all the BSM instructor training staff who spent all day, every week of the year, training new instructors, was that whenever they (as 'pretend pupils') became aware of the trainee instructor using the dual pedals at any time, they should immediately move their own feet away. Then they had to say:

"Because I assumed you wanted to take over the driving I thought I should let you get on with it!"

Instructor-trainers rarely had to use this ploy more than twice per trainee. Trainee instructors who found themselves in this predicament usually panicked the first time, but they never forgot that particular lesson. And it is probably these instructors who have made most effective use of dual controls ever since.

Instructors who make constant use of the pedals to help their pupils will soon find that they meet every range of reaction, from indifference, through resentment to downright hostility. They may even wonder why their pupils leave them for other schools; whilst those that stay usually fail their tests, because of something the examiner didn't do for them whilst on the test route.

Perhaps the worst abusers of dual controls are those new or trainee instructors who have never seen them before and suddenly find that, when they sit in the passenger seat, they can take over control at will. The immediate reaction to this impression is that the instructor appears to have gained power over the client, and can have disastrous effects on the client. Some learner drivers may then give up any desire to understand the niceties of clutch control, knowing that their instructor will take over if the going gets a bit rough. Others will feel aggrieved that they are not allowed to gain the effective practice they know they need to control the car properly.

On every occasion that you use the controls you must be able to justify it, first of all to your pupil, secondly to any other road user who may become involved and your insurance company; or possibly to a magistrate.

My advice to any new instructor who finds themselves with a set of dual controls fitted for the first time is to drive on their own to a quiet car park well away from any other traffic, get into the passenger seat and play around for a while using tickover to control speed, and their right hand low on the steering wheel. Once they have had their play, they can put it away until they need to do it for real.

Teaching in a dual controlled car

The essence of teaching someone a practical skill, especially in a moving motor vehicle, is to ensure that the pupil feels, and believes, that they are in full control of what they are doing at all times. This means that everything they are required to do should be fully understood beforehand. It also means that they have to have confidence that their instructor will not let them get into danger. So the rules of your

use of dual controls must be explained effectively before the pupil even begins to take control.

Teaching the use of the dual controls begins during the basic controls lesson that you will give to every new pupil. After covering the feet and hand controls, and before you cover the ancillary vehicle controls, you need to draw attention to the pedals on your side. Explain that you will use them whenever, and if ever, the situation is likely to get out of the control of your novice driver. You should also tell them very clearly that if you take over the pedals the pupil should keep their feet away until you say it is safe for them to continue in charge again. You add, however, if you have to take control it will not be the fault of the pupil, but yourself; because you have tried to get him or her to do something that is beyond their present level of skill. Or it may be that another road user has done something that they shouldn't or stupid. Don't forget that if you put a learner driver into a situation that you know they cannot cope with you are committing a cardinal driver training error. Trial and success is the path to positive learning; trial and error is likely to create confusion at best and despondency at worst.

Nervous and new pupils like to keep their left foot hovering over the clutch pedal. However this is not necessarily good teaching practice. We all know the problem; and we can understand the pupil's need for reassurance of knowing where the pedal is. However there is a basic driving principle involved that should be taught and understood from the very beginning of their lessons that will remove this problem completely. Under normal driving conditions the driver will have his right foot on the accelerator pedal. The left foot should be resting to one side of the clutch. Before there can be any need for the clutch to be used, the driver must come off the accelerator pedal. This gives ample time to cover the clutch and use it as needed.

Those instructors who find problems with some of their pupils wanting to keep the clutch covered and pressed need to change their pupil's attitudes rather than any physical action. It is not the fact that they tend to press the pedal unnecessarily which is the learning error. It is the thought that what they are doing will help them when an emergency situation arises. They need to have these reasons explained – very early in their lessons. First of all ask why they want their foot there. Their concerns (usually 'just in case') can soon be resolved by explanation and understanding. The problem is then overcome. When a pupil has only been taught by one instructor this problem should never arise; however when they have had previous lessons or practice with friends or family it might take longer to eradicate the habit.

Learner drivers can often be divided into two separate categories: those who can steer without thinking about it; and those who need to be taught how to hold and turn the wheel correctly to follow a safety line. In these cases the instructor needs to explain that initially the pupil will only be required to steer the car. Similarly many new drivers learn, accept and understand the principle of total clutch control at the first attempt; and those who don't may require a lot of early practice in a safe environment.

Very soon after this most pupils will learn how to move off safely and under full control on a variety of road conditions. They will also learn how to bring the vehicle to a stop as needed. But before they start their practical lessons on the road the instructor should also explain how he will take control of the car, and also of the situation, should the need arise. If it only happens rarely you can excuse the pupil by admitting that you were trying to make them run before they could walk – perhaps to

boost their confidence. If you have to make use of the dual controls often, then you should re-examine your teaching methods. If your teaching methods are sound, then it is the choice of traffic conditions that may be the problem. Certainly in the inner London and other city areas traffic conditions cannot always be chosen with novice drivers in mind.

If I may digress at this stage I must quote one lesson that affected me more than anything else I learned about teaching new drivers. I had spent more than twenty years running a one-man driving school in Southampton. Although I lived in a town I had access to quiet residential roads, country lanes and new estates with ideal training routes for learner driver practice. I probably had about 100 new pupils a year at a rate of two each week. Then out of the blue I was offered the job as Head of Training at the British School of Motoring's head office in London. BSM had over 2000 instructors who taught more than 200,000 new drivers every year.

In those days the BSM recruited and attempted to train new instructors at the rate of forty or fifty every week. My initial role was to restructure their whole training ethos. This began with retraining their existing twenty staff instructors and managers in the light of the new regulations concerning the registration of Trainee instructors. Before I set out to do this I arranged to sit in on a number of BSM lessons all round London starting at various London branches. No one knew who I was and I booked in as a lapsed driver who needed a back to basics lesson. I was amazed at the road and traffic conditions under which initial lessons were conducted.

As soon as I could I asked my predecessor at the training school, Commander Norman Radford, a former head of Traffic for the Metropolitan Police, how new drivers and their instructors coped with having their first lesson at – say – the Charing Cross branch of BSM, which was as central as you could get, at the bottom of the Tottenham Court Road. His response was typical. He stated quite simply that first lesson learners usually went north up Tottenham Court road until they came to the Post Office Tower, then they hung a sharp left (his terminology) around Mornington Crescent and made their way back through the Haymarket and Soho to the back of the office. That took about forty-five minutes, he explained, which gave the instructor time for a debrief (and a cigarette!) before the next pupil was ready.

I was amazed. I was an innocent young man then, fresh up from the sticks. "How do they manage to drive through the traffic?" was my initial question. His reply opened my eyes to the facts of life. "They walked through it first didn't they? If they can walk in it they can drive in it".

I learned an awful lot about the practical application of dual controls, in those four years spent at the BSM's Chelsea training school. Most of my ADI teacher-training experience until then had been classroom-based; although in my role as Training officer and General Secretary of the ADI National Joint Council, I had helped to train all of the early ADI tutors and those who trained the trainers. The notable difference was that during that time I had been training experienced instructors who were highly motivated who needed to be accepted by their peers. At the BSM in the late 1970s I was required to re-train staff instructors who had been teaching their own set ways for twenty years or more. BSM's basic training policy at that time was 'We are not bothered about you passing ADI exams, but we are very concerned that no damage occurs to the car'. *"Just keep the car safe at all times!"*.

The psychology of learning and teaching is all in the head – partly in that of the pupil, but mainly in that of the instructor. New potential instructors always impressed me

by their eagerness to learn. My role at BSM was to get the trainers to think of their clients as individuals and to satisfy their own peculiar needs. I liked to consider the standard acronym K.I.S.S. – 'keep it simple, stupid' – as the mainstay of those courses

All too often instructors invent problems for their learners that do not exist. Most of the real skills of teaching can be taught by listening and watching. Hear what concerns your pupil has; and you will find that once you have taught him about the benefits of dual controls, and the fact that you will not put him into a situation he cannot control, he will accept it. The moment you tell him something is difficult to do or learn, he will believe you and make it difficult. Once you have explained that the sole purpose of dual controls is to safeguard him you, and all other road users and furniture he will accept it just as readily.

However even before the need for using the dual pedal controls arises, the instructor has other options. The instructor's ability to take control of the car comes in three distinct and separate stages:

- Your eyes and your voice,
- then your hands, and only if all else fails,
- the use of your feet on the dual control pedals.

First of all make use of your "Eyes and voice".

When new drivers begin their driving lessons instructors need to point out the need for them to look much further ahead than they did when they were pedestrians. Once you can accept the basic principle that any occasion that requires the use of dual controls is your fault, you will put it into perspective.

The use of 'prompts' by instructors is often misunderstood. Think in terms of putting on a play. The first few occasions of reading the script don't need anything else except for the players to concentrate on the words and the parts that each of the participants will play. The director, (you!), will then allow a number of practices, quite often of single items in isolation. Very soon the players begin to get the whole package together. By this time you should allow your 'players' to try to put their own interpretation of what the performance should be like. Learning is reinforced when learners make and take their own decisions correctly and receive suitable praise for their success.

It is at this stage where prompting takes place. And indeed once instruction has been absorbed, understood and is able to be played back correctly, there is never any need for more instruction in that particular item. But prompts are allowed - and just as the 'person giving the prompt' in the theatre stays out of sight - so your role is to keep out of the action. If you simply prompt by the use of the odd word or phrase given at the precise time before it is needed, then this may prove helpful. But prompts when the player is already doing the action, or think they are, can easily become destructive if they allow the learner to believe their instructor will always be on hand to prompt. After all why should two of you bother to think about what is happening? You must not take away from the pupil's thinking and control.

You can also use prompts - hopefully fewer and fewer as the lessons progress - as a measure of their improvement. *"Today I only had to prompt you twice about using your mirrors. That is a great improvement; let us see if we can manage it without any prompts at all in the next lesson."* is your comment.

Prompts are not always verbal. Quite often you may only have to point - such as to the mirrors or indicators - and that is enough. But even these must cease when you pupil gets nearer to driving test standard. Even raising your eyebrows (when your client is looking at you, presumably with the car stationary) can be considered a prompt. Putting your hands together and closing your eyes in prayer can be considered one prompt too many. But it might just work on one occasion.

Whatever else you choose to do in your prompts you must never revert to giving full instruction. If you do then you are admitting that you were wrong when you agreed that this particular lesson had already been learned. You were wrong; but you can right the wrong by not committing the same fault twice. If you continually have to revisit your earlier lessons then perhaps you ought to have someone look more closely at your teaching methods. If your pupils agree that they have learned a particular skill then you must allow them to consolidate it themselves.

Quite often it is better for instructors to quote timings rather than distances: such as *'look at least five seconds ahead'*. Or, more practically, *'tell me what colour those traffic lights are now'*. These instructions are to confirm the pupil is looking further than they are normally used to. When it is obvious they are not, then additional guidance is needed.

When instructors are aware that their clients are not looking further ahead this simple use of expanding the learner driver's eye control may be all that is needed to cope with the changing situation ahead.

However where the pupils are unable to recognise for themselves what to do immediately, it becomes very important for the instructor to get the pupil to act on what they have seen. Encouraging the pupils to look further ahead can still do this and then pupils can decide on what potential for change exists and still have time to react correctly. Nevertheless when this fails it may be necessary for the instructor to take additional practical action. Initially the instructor needs to get the pupil to do something simply by making better use of the voice. Quite often this is simply done, as all professional instructors become aware of the benefits of using different tones of voice for different types of command.

Initially there is the 'conversational' tone that is used to give comfort, satisfaction and reinforcement to the client. Depending upon the pupil's needs you can keep this up during the lesson, or just bring it in when you feel it may help relieve the build up of stress. However never natter on just because you want to. You must remember that any time you speak you are likely to distract the pupil from seeing and learning. Incidentally if you have a pupil who really needs this continual voice over, you can emphasise the need for them to do something for themselves by stopping talking – even in mid sentence – as a signal that they must stop listening and cope with what is about to happen.

Next there is the 'directional' tone of voice, which is flatter and less personal than the conversational one. This is often used when simulating the directions given by an examiner and is used to prepare test candidates for the long silences and short, sharp monotones used on test. The only response required from the pupil is an acknowledgement of what they are to do. The pupil only needs to give a brief word of confirmation or, better still, by doing what has been asked can do this.

Then there is the more involved, possibly even excitable, 'instructional' voice that is used to encourage the pupil to use their brains as well as their muscles; and to praise them when they are on a winning roll. It is the tone of voice you use to get them to realise the car will do what they want it to do, if they approach it correctly. This is usually a dialogue with the pupil responding in like kind. This voice must be used sparingly, but if it carries enthusiasm in its inflections the pupil will join in and almost enjoy the learning. Remember too, the importance of using questions to find out what your client knows, rather than relying on telling them what to do.

Finally there is the direct and definite 'action control' use of the voice. The one that does not need the pupil to do anything else except react and to do exactly as they are told – but NOW! It cannot be confused with any other form of communication. It is the sort of voice that mothers use so well when they realise that little Albert is about to put his nose between the cat's teeth. There is no need for sentence construction, nor praise nor criticism. Equally so the words you use must always be positive. You don't say "*Please don't hit the lamp post!*"; you say "*Steer to the right... More, that's it*" or something similar.

Avoid saying '*stop accelerating*'. (Incidentally all experienced instructors soon learn they should never use the word '*STOP!*' as the first word of any sentence!). If you want them to brake, choose your words carefully. Do you want them to gently brake, or gently brake to a stop? Or do you want them to brake firmly – keeping their feet hard on the pedal until the car is stopped? Another danger to avoid is asking for

pupils to brake firmly when their right foot is almost welded to the accelerator pedal. What you need to say is:

'Take your foot of the accelerator (or gas if you prefer this word) then brake firmly to a stop.' On every other occasion when you tell someone to brake, you need to put the qualifying adverb – "**Gently**" or whatever is your choice - before the word brake. Otherwise it may be too late.

Everyone knows the story about saying to someone:

"Never think of a circus elephant, sitting on an upturned bucket, holding a pink umbrella in its trunk and twirling it around".

Guess what image that person will never get out of their mind!

Therefore all your voice instruction, whether giving directions, explanations, comments or safety control, must always be positive; your teaching methods need to be pro-active, rather than re-active. They need to be thought out carefully, determined correctly and practised continually.

Each of these changes of voice and tone should be explained to every pupil, even to those with previous experience, at the very beginning of their lessons with you. You will never know what their previous instructor has taught them, and it may well be that no one has even mentioned how they will use their voice to them before. The simple act of doing this may well make these pupils who have had previous training, realise the difference between an average sort of instructor and someone who thinks through their pupils' problems and changes them to challenges that even they can overcome.

There are a few other warnings attached to the use of the words you use (and those you never should) in the car. One of the worst possible phrases is to say:

'Cover the clutch and brake!'

Apart from the danger of thinking of a 'hand' brake, there is the additional and very real danger of the pupil who will put one foot over the clutch pedal to cover it, whilst the other one is plonked firmly onto the brake pedal with all their force. Exactly as you asked them to, they have covered the clutch with one foot and braked with the other.

Another phrase well worth avoiding at times of pupil's stress is that of **Top Gear**; - Stop here? They will of course.

Secondly you may need to use your hands.

If using your voice is not enough, or too late, then you may need to take some form of physical action. In its simplest form it may be that you will have to use the indicator switch for a pupil whom you suspect will not be able to do it without losing control of their steering. When you do use them, always accompany the physical action with a simple reason. For example:

"The indicator cancelled when you moved the wheel back", followed by a piece of secondary information or guidelines if you can. "You need to listen to the click, or watch when you turn the wheel back as it may cancel. Can I let you do it next time?" Depending upon the answer they give, your next lesson stage is determined for you.

Similarly, and often predictably, you may have to make a slight adjustment to the steering wheel to ensure the car follows a safety line. This may be done to maintain a good safe door's width from stationary traffic on your left; or to move out wider still for a wobbly cyclist. In this case, although it is obvious that you have moved the wheel, you still need to say that you have moved it, the reason why you did so, and the fact that you have now given control of the car and especially the steering back to the pupil once more. If you have to do this action more than once in any particular set of circumstances, then you also need to get the pupil to pull into the left fairly soon at a safe spot whilst you explain their problem and give them your solution.

Remember that taking over the steering is the one act of dual control that can involve you in direct conflict with the client. One of the problems associated with taking over the steering is the danger of it developing into a 'duel' instead of dual. Some US driving schools, those that use large cars with wide front seats, often make use of two steering wheels, linked by something looking like a bicycle chain. I don't know of any British driving schools that use a dualled-steering wheel, nor have I ever have found the need for one. Although I do remember a colleague who operated dual-controlled training Vespa mopeds with additional dualled steering from the passenger seat behind the driver. He fell off frequently.

There are two essential items to remember: first of all when you give your initial introduction to the vehicle controls lesson you need to cover your use of all the dual controls. Explain that if you take over the steering control from your pupil you will normally ask him to lift his own hands away from the wheel until you say put them back; secondly whenever you need to touch the wheel you must make sure you avoid any physical contact with the pupil's arms or hands. This avoidance is easily accomplished if you remember to place your hand above theirs if the intention is to pull the wheel down, and below the pupil's hand if you want to move the wheel clockwise. There is never any need, nor excuse, for making physical contact with a pupil. Indeed there is a very real and serious potential danger to it.

Some instructors prefer to use their left hand – across their body – when they want to pull the wheel down, and their right hand when they need to push it upwards. However this does require you to be sitting at an angle when you take over and you may not always be in this position. You need to decide which suits you, and the circumstances at the time, best. I always found it useful to have my own right hand resting on or near my right knee, so that it was always in the right place when it became needed.

Hand intervention may also be needed when a wrong gear is about to be selected or the indicators cancel halfway through a bend, or when you don't want your pupil to remove their concentration or hands from the steering. In the case of taking charge of the gear lever, the same rules about avoiding physical contact. You can do this by holding the shaft of the lever, rather than the top.

Once again it is necessary to remind you that every time you use the dual controls – by taking charge of the vehicle of any sort – you are admitting (if only to yourself) that you have misjudged a situation and have asked your pupil to do more than they are capable of doing. If you want to excuse yourself by suggesting that an unexpected situation arose that requires your action ask yourself why you didn't anticipate it sooner.

As an example, imagine you are driving along a relatively quiet stretch of road, and you have just given your client some directions about a traffic situation ahead – such as a set of traffic lights or junction some hundred yards or metres away..

As you begin to draw level with a road on your left you notice a vehicle in that road approaching too fast and it worries you that the driver might try to emerge in front of you. You have to decide what the risk potential is. This is not a sudden decision; indeed the word 'suddenly' is one that often appears incorrectly in insurance crash reports. If you take verbal action soon enough you should not need to take over the control of the steering wheel to avoid the car coming out too far, or to brake if it does emerge in front of you.

Nothing happens that suddenly if you are aware of what is happening now and you can make estimates of what is likely to happen in the next five to ten seconds, or might happen, or could only happen in the most remote of circumstances. You have to assess all of these possibilities and, only then, can you make an intelligent decision. Almost invariably traffic crashes occur because one or more of the road users involved have been distracted or are not aware of the risk potential in the five or so seconds leading up to the incident.

The only possible excuse you can offer to yourself if you have to take action at this stage is if that the other vehicle's brakes have failed, the driver is drunk, or he is a doctor or police officer responding to an urgent call. Even then, were there any warning signs or sounds to warn you?

In every other case you should have alerted your pupil to the potential risk even before you could see anything. One of the weaknesses shown by many instructors (especially those with lower gradings) is that they forget to teach the need for full and proper observations before all turnings, junctions, crossroads and roundabouts. You never have right of way; but if you are lucky other road users may give you proper priority when the law supports you. Treating every other road user as a source of danger, and every other situation as one that needs your total concentration, will save you and your pupil from many an anxious moment. And if you teach your own observation skills to your clients they will prove good safe drivers too.

Finally and only in the last resort should you make use of the foot pedals.

(There is one additional piece of advice that is needed now. If you do have to use the dual pedals the only one that you should normally use is the brake pedal.)

The pedals on the instructors' side duplicate the actions of the clutch and brake. Ideally instructors should sit in the car in such a position that they can move their feet to cover the pedals at the drop of a hat – or to be more precise – at the prospect of any need. The movement should not be sudden, nor should it be so slow that the timing is lost. I always found the most comfortable way for me to use them was to have my ankles lightly crossed so that my right foot was a few inches above the brake pedal but not actually touching it. When a potential emergency arose all I had to do was straighten my left leg and my right foot immediately fell into place.

Naturally this means you do not normally press down both pedals. After all, why should you need to use the clutch if you are braking? Only use the brake, and only use it to slow the car, or to stop it, when there is risk potential attached, or if you need to override the pupil's actions.

More to the point, if you were to de-clutch whilst your pupil was still pressing hard on the accelerator you might finish up with four 'jam jar sized' holes in your bonnet; as the pistons try to get into orbit. Seriously, you must avoid the danger of harsh acceleration, so your use of the dual foot brake must be accompanied, if necessary, by the words 'Off gas' or whatever terminology you have set out in advance. I cannot stress enough the need to establish your teaching vocabulary from the outset and to stick to it consistently. Rote learning is still one of the better ways to learn repetitive actions. The real skill lies in establishing your vocabulary at the very first lesson, being certain that your pupil will understand you.

The connotations of using the word "**Stop**" in any other situation except the 'stopping as in an emergency' exercise are frightening. "*Pull in to the left*" was the phrase always used in the examiner's script; and once this has been explained to pupils in their first lessons it should be an adequate way of getting them to pull in at the kerbside gently and with total regard for other road users.

Stopping in a genuine emergency

Naturally there may be occasions when the instructor is faced with a real emergency stop situation that does require an instantaneous response. It will be too late to tell the pupil to brake, or it may be that they have been asked to take action but they have not obeyed. In either situation there is only one thing to do. The instructor will be fully aware of the situation behind and will not need to make any additional use of the mirrors. Instead the dual footbrake pedal should be applied firmly and progressively. Do not put the clutch down. If you do it will create the potential for front wheel lock up and with it skid potential.

At the same time the instructor may have to say – probably quite loudly in the circumstances – "Take your feet off the pedals!" or, simpler still, "Off Feet!". Whether the pupil should be asked to take their hands away from the steering wheel will depend on the action required.

Once the situation has been resolved instructors need to remain fully in control of the situation until they are convinced that the pupil is capable and willing to carry on. Naturally as soon as it is safe a full debrief of the causes and effects of the action must be discussed and agreed.

Where the pupil has been severely frightened it may be necessary to curtail the lesson and for the instructor to drive the vehicle back to base. Nevertheless a debrief will always be necessary. There is a logical argument to be made that the instructor is inevitably at fault should an emergency situation arise.

Although all instructors should be able to control the vehicle at any time from the left seat, every time they make use of the dual pedals is an acceptance that they were at fault in some way. They have overestimated either their pupil's capabilities or the road and traffic situation they are heading into.

In order to make most effective use of the dual pedals the instructor's right foot should always be near to the brake pedal and their right hand near the steering wheel at all times. This way you do not need to make any initial movements that could cause a distraction to the pupil when the potential for taking action arises.

The instructor's left foot can be kept well away from the clutch pedal at all times. Whatever situation arises that needs use of the clutch pedal by the instructor there must always be sufficient time to move your foot into position. Naturally you should always make sure your that your pupil's left foot is not underneath his own pedal on the rare occasions when you use the dual clutch.

PART TWO:

All of the foregoing applies to the general use of instruction with reference to all kinds of dual controls. However when we are looking at the mechanical principles of dual controls, we need to note that they come in a variety of types and their different methods of operation all demand close care and attention.

Most new instructors choose their dual controls in the same way that they choose the weather. Whatever arrives they accept. Nevertheless it is well worth looking at the different types of control to identify those you currently use and to see what other options exist. It may even prompt you to start making decisions about what you want, what you need and what you desire.

There are various options regarding to the operation of the pedals themselves. When I first began teaching, dual controls were usually cable operated. Cars had an immense amount of space underneath the dashboard and the pedals normally went through 'holes' in the floorpan. The obvious way to connect the cables was by drilling holes in the pedals and then the floorpan so that the cables could pull the driver's pedals downwards when the dual controlled pedals were operated. Dual controls were often transferable from one car to another but the new vehicle's floor and pedals had to be drilled to take the cable. After five or more years use, occasional problems could arise if the inner cables began to fray. The inner core was usually a motorbike brake or clutch cable style cable made up of a dozen or more strands.

One or more strands of the inner cable might eventually break and could cause the operation to become sticky through friction with the outer casing. With the advent of suspended pedals from the 1950s onwards, it became possible to make rod-operated pedals that clamped around the driver's pedals so that the instructor's pedals paralleled the operation absolutely. However rod operated dual controls always need a reasonably clear gap between the two foot-wells.

The vehicle to which they are to be fitted usually determines the actual choice of which type of dual control is best for your needs. These days the gaps between the driver and passenger's foot-wells are so tight that cables are the only kind that can be fitted. Today's cable brakes use completely different types of inner and outer cables, so there is no metal-to-metal contact and no danger of any individual strands breaking or sticking. He-Man cable controls these days, are smoother and much more easily used than twenty or thirty years ago. And, of course, they are more flexible in the way they can be routed through between the two foot-wells. The greatest benefits of cable-operated controls are that they are flexible in fitting; they are smoother and they are more precise to operate. However, as with a rod dual control system, with today's modern vehicle design, the cable control system must be designed specifically for the vehicle it is intended to be used for. For example a set of Ford Fiesta dual controls is safe and suitable only for a Ford Fiesta.

The mounting of dual control bracketry and linkages is critical because of the safety factors engineered into modern vehicles. These include collapsible pedal assembly and steering columns; air bag sensors; electronic control units and double skinned-bulkheads which absorb the energy from the impact a car may suffer in a crash situation.

Rod controls, which have been used for the past thirty or so years, are not as practical or as popular as they once were. This is because it becomes more and

more difficult to fit them effectively. The gaps between foot-wells of modern cars are much tighter and transmission or gearbox humps, and the route needed for the fitment of the rods is more difficult to clear.

SLAVED, UNSLAVED OR HINGED PEDALS.

Slaved pedals are directly linked and the instructor's pedals move in unison with the driver's pedals; and unslaved pedals remain stationary when the driver's pedals are used. Hinged pedals are unslaved ones that allow the pedals to be moved upwards out of the way when the car is not used for tuition.

Directly linked pedals are those where the instructor's and driver's pedals are directly connected. When the pupil used the brake or clutch the instructor's pedal moves too; naturally when the instructor uses his pedals the pupil's pedals move down too. These pedals are fine if you want to know what your pupil is doing, and it can be helpful if you have a pupil who likes to ride their foot on the clutch pedal 'just in case'. It is possible to lift the dualled pedal with your toe and raise the pupil's foot up – as a reminder. There is no danger of this happening with the brake pedal of course, because a pupil's right foot is usually on the accelerator. Poorly trained pupils sometimes like to leave their left foot available on the pedal, and this can wear out the thrust bearing of the clutch.

There used to be another argument against slaved pedals, one, which arose whenever the instructor was driving and carried a passenger who is not concerned with driver training at all. If it was a spouse, there was less of a problem. As every family member knew, you just shouted at them not to be stupid and they got the message immediately. However with other passengers, instructors needed to be a little bit more tactful. They had to demonstrate when they get in what happens to the pedals and how the passenger had to avoid having their feet anywhere near the pedals.

There were two serious dangers. The first one was that passengers could get their feet or shoes caught in the pedals. Not only was this likely to be painful; their shoes or any other object could get trapped under the brake pedal at any time and prevent the driver's brake from operating. I find this the greatest single danger with slaved dual controls and the one reason why I have always been unhappy with them. Even without a passenger, a can of coke or similar item could shoot off the passenger seat onto the floor and roll under the dualled brake or clutch pedal. The risk potential for this cannot be over-emphasised.

The second danger, and one that still has serious implications, is that the passenger may unwittingly press the dual brake or clutch without knowing. These days dual controlled accelerators are rare. The reason they are banned from use on driving tests dates back to the mid 1970s when examiners occasionally found that some vehicles were fitted with makeshift accelerator controls that had been fitted, but were not obvious. There is the classic case of the driving examiner (later deputy chief examiner) who found himself and his candidate and car being propelled at high speed past a selected right turn and almost into a churchyard. Mr H., the examiner involved, had rested his large right foot, unknowingly, on a piece of metal (a window casement stay) tucked under the heater, which was directly connected to the throttle cable.

It was at his instigation a few years later that the ban on dualled accelerators in vehicles on test was quite rightly brought in.

The unslaved option, where the instructor's pedals remain stationary whilst the driver's pedals are operated, is certainly much safer than slaved and makes for a safer and more positive teaching environment. The instructor can use the dual controlled pedals at any time; yet there is no danger that they will trap their feet or prevent the pedals from operating.

The use of hinged pedals is less common these days. Hinged pedals do exactly what their name suggests. The instructor's pedals have a hinge where they are connected to the operating mechanism, so that although the connections between the pedals move in unison with the driver's side, the pedals themselves only follow on if gravity allows. It was also usually possible to wedge the pedals in the upright position when not needed for tuition, which meant that passengers did not get a surprise – nor give the driver one.

CONCLUSIONS

Statistical survey of one hundred driving instructors - on dual controls.

At the Driving Instructors Association's Annual Training Conference and AGM, held on the 19th March 2001, I was able to carry out a spontaneous survey on delegates' views of the dual controls on their L driver tuition vehicles. There were 105 people in the audience but three of them were guests and not working ADIs. The survey therefore enabled a true 100% sampling to take place. Naturally there is no claim that this represents the industry as a whole as it only gives the views of those ADIs who believe in continuing professional development and are willing to attend national training conferences. However I think I can claim that it is a representation of some of the more professional instructors currently working in the L driver market.

The following questions were put and these answers given.

How many of those present had dual controls fitted in their vehicles?

Answer: 99% did; 1% did not (this one person only taught disabled drivers in their own vehicles).

What makes of dual controls were fitted?

93% He-Man 2% other companies. 4% did not know.

What proportion used rod controls: and which cable controls?

94% used rod controls 5% used cable controls

What proportion of the audience used slaved controls and unslaved?

59% slaved 40% non slaved.

How many preferred slaved controls to unslaved controls?

63% preferred slaved. 23% unslaved 14% not bothered.

Should dual controls be compulsory fitted and available for us on all vehicles used on driving tests?

92% yes 2% no 6% not bothered.

The following comments were made by individual members of the audience on the merits or otherwise of dual controls generally.

"Difficulties with passengers when the car is not used for teaching purposes."

"Slaved can catch your toes or ankles if you are unwary."

"The benefit of slaved (especially at night) is that you can see (or feel) when clients are resting their feet on the clutch pedal."

"Rod controls often interfere with bodywork when being fitted."

"A change of vehicle, even to a new version of a previous model, can often mean buying a new set of controls."

"What are the benefits and pitfalls of using cable controls compared with rods?"

Peter Russell at Vauxhall Motors Conference Hall, LUTON

19th March 2001

The questions put to me at the end of the spontaneous survey carried out at the DIA Annual CPD Training Conference prompted me to write this treatise on the use and abuse of dual controls.

There is no question that the use of dual controls has prevented an enormous number of road traffic crashes, and undoubtedly many, many deaths and serious injuries avoided over the past sixty years of driving tests in Great Britain. The proper use of them has made the passage from novice to competent learner driver much easier and safer. Over the years professionally fitted dual controls have played an enormous, but often unsung, part in road safety.

Although some instructors have occasionally abused this safety role, it has only ever been an indication of their own inadequacies as instructors. With application and understanding there is no reason why anyone should not be able to bring the benefits of dual controlled driver training to all new and learner drivers.

RECOMMENDATIONS

Dual controls are an essential part of the professional working life of the driving instructor. Statistics show that virtually every driving school vehicle, used by learner drivers, in the United Kingdom is fitted with dual controls. Almost certainly they are required as an essential fitment by their insurers. And every driving instructor can tell of occasions when they are convinced that the proper use of dual controls has prevented road traffic crashes, and saved pupils, instructors and other road users from injury or worse.

Anecdotal evidence, press and newspaper stories, crash statistics and insurance companies reports, all show that a large number of vehicle crashes, often single vehicle incidents, causing sad loss of life or serious injury, are caused every year by improper supervision of drivers in vehicles used in basic learner driver lessons. This view is supported by the commonly noted fact that although parents and other private supervisors will try to teach normal road procedures and correct principles of manoeuvring exercises used on the driving test, they are usually very reluctant to allow their charges to practise reverse parking between vehicles. This would seem to be too close for comfort for many of the supervising drivers.

Over the past years driving examiners have agreed that they always prefer to conduct driving tests in vehicles fitted with dual controls. Although some private entry vehicles used for test may be driven by candidates who have considerable practical experience in driving, many others are not and driving examiners cannot anticipate which category each new test candidate comes under until the test is under way.

The availability of dual controls, both to instructors and examiners, means that they can concentrate on the real task they have in hand; in the first case to train their pupils in all suitable road and traffic conditions; and secondly to assess their abilities and competence in these same conditions.

Where dual controls are not fitted this must be an inhibiting factor. Instructors are loath to teach in traffic, if they know that they cannot take control should the occasion arise. Driving examiners are under the same pressures to avoid properly testing their private entry candidates in the extreme road and traffic conditions as those who take their tests in dual controlled vehicles. This cannot be satisfactory, morally ethical, or good for road safety.

- If dual controls, to a recommended specification, were fitted to all cars used for driving tests, there would be a positive benefit to the conduct of driving tests.
- If dual controls again to a recommended minimum specification, were fitted to all vehicles used for basic driver training, there would be considerable savings of lives and personal injuries and much less vehicle and property damage.
- Dual controls save lives, prevent injury, reduce damage to vehicles and provide a safe environment for the teaching and testing of new drivers.
- Dual controls, properly used, offer a safe and secure environment for the teaching of all new drivers.

There is no doubt that the compulsory fitting of efficient and effective dual controlled brake and clutch pedals to all vehicles used for driver training and testing would be a great improvement to road safety.

© Peter Russell

November 2001

“A Strategic Approach to CPD in the Driver Training Industry”

**A Project submitted to Middlesex University
in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies**

E Peter Russell

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS**

Middlesex University

APPENDIX SEVEN

**Comments on the C E D A R Conference at
Warwick University**

JUNE 2002

APPENDIX SEVEN to the doctorate in Professional Studies

Throughout my studies for the doctoral programme, and also whilst I was studying for the Masters degree I have been very conscious that I was treading on new grounds. I know my own work and industry well; but it is not so easy to compare and contrast these with academic standards. Therefore when I attended the CEDAR conference, and read the Abstracts from three separate presentations at the CEDAR Conference Centre for Educational Development, Appraisal and Research at Warwick University on Monday, 20 March 2000, I took to heart the following quotes from the programme notes made by various members of the National Centre for Work Based Learning Partnerships.

The quotes and my responses were all about the Middlesex University's Masters/Doctorate in Professional Studies; which was described as:

"A Professional Doctorate for Professionals"

However I took heart from recognising in the academic presentations much of the confirmation that I needed to convince me that what I was experiencing in my own studies were acceptable in academic circles too.

Carol Costley and Jonathan Gamett¹, were scheduled to talk about **Creative and Useful Knowledge** and the part it plays in doctoral students' work.

They explained that *"the doctorate programme at Middlesex is concerned with the creation and application of knowledge by professional people who are already engaged in high-level activity"*.

I feel that my personal project has followed this pattern. I consider myself to be engaged in the highest levels of activity. I am not sure that I have created knowledge; but I am sure that one of my skills – one that I get people almost

¹ In this final appendix to my project I have extrapolated the speakers' words (*shown in italics*) and argue that I have met all the requirements of the doctorate programme as demonstrated by these responses.

queuing at my door to pay me money for – is the ability to translate existing knowledge into more easily assimilated packages.

As an example, one of the most popular of my training packs for instructors, is one entitled.

“Teaching by Objectives”, which translates the DSA’s Drivers Logbook from a list of suitable topics into a complete training package, based on the phrase “To be able to...” so that each topic forms the basis for a practical driving lesson that can be readily taught and achieved against a stated set of parameters.

Carol Costley and Jonathan Garnett argued that *“doctorate students are professionals whose normal academic engagement takes place within a community of practice and whose professional position enables them to make an impact with a research and development project at doctoral level.”*

I agree too that I am a professional, working within highly competitive area of the driver training world, and doing it so successfully that I have been able to make a considerable impact on the needs and desires of others. My own research and development programmes are mostly in assessment and training for those drivers who already hold full, clean licences. An example of proof of the high level is shown by drawing attention to the needs of stress reduction for many drivers who did not know why they were accident-prone.

Costley and Garnett also saw *“the doctorate as being more about people implementing their ideas in a professional career than demonstrating their knowledge in a traditional doctorate manner. They noted that methodologies, epistemologies and ethics of the doctoral work are of critical importance. Ethical considerations may be complex, concerned with the guidelines of particular professions as well as those of the university. Candidates must present themselves as actively engaged with knowledge that is relevant, appropriate, dynamic, change making and above all, that leads to an outcome.”*

I know that the working pattern of the driving instructor must change in the next ten years. No longer will it be acceptable for driving instructors to teach as little as is necessary to pass a simple basic test of competence. Driver training is relevant to driving safely for life. Driving is not only a life skill it is an essential part of everyone's living. Every youngster at school takes it for granted that they will gain a driving licence, own a car and be allowed to drive wherever they want. Only a professional dynamic approach will ensure that these changes become definite, deliberate and effective.

The presenters made the point that they themselves *"learn from their doctoral candidates, through unique personal and professional characteristics that are demonstrated. They note that doctoral candidates will have been motivated to become the professionals they are and they are able to synthesise this knowledge through inter-professional, inter-textual and inter-disciplinary agencies to achieve their current standing"*.

I remember, at the outset of this course, my first personal tutor, Professor John Annette, stating that whereas he knew nothing at that time about my particular industry, by the end of it, he hoped he would become an expert. I am sure that anyone reading this project through would find that their knowledge of the driver training industry and its potential for professionalism would have increased; as would there understanding of the challenges facing it and the need for change.

In my own case I find that involvement on my doctoral studies has enabled me to widen my own range of contacts to find out what my peer groups, both in other countries and in other industries, are doing to progress their own roles towards professionalism. On the driver training side this interest has been greatly reciprocated. At most international safer roads meetings British speakers are now constantly asked to give up-dates on the changes being made to the way we are meeting the challenge of reducing accidents.

Costley and Garnett stated that *"the doctorate enables the candidates to focus more clearly on their own strengths and future goals, it helps them to further intellectualise their work through a reflexive approach and it introduces a range of research and development approaches."*

This is certainly true. At the end of my Master's degree I felt that I had entered a new world of academe, which ran in parallel to the real world I knew and worked in before. Now I feel that I have learned how the two worlds of academia and praxis really blend together in my doctoral project writing through the need to re-appraise everything I have ever done or believed in.

I agree with Costley and Garnett that candidates indeed draw fresh conclusions that invite discussion about the nature of the high level knowledge that we generate, use and recognise whilst carrying out our work in our own industries at the highest levels. We have learned how to ask questions about the role of ourselves, in relation to our peers and the university, in the recognition and intellectualisation of this knowledge.

David Lane, of the Professional Development Foundation and also Middlesex University spoke on **WORK, LEARNING AND EMPLOYABILITY**

He pointed out that *"how individual professional candidates approach the development of their employability points to the key role of work-based learning."*

The key role of work based learning in the driver education industry is a greater investigation into the whole range of self-study. We need to learn how people learn; we need to know what subject matter is essential to cut down accident and death rates; and we need to find out how best to improve our own knowledge, skill and behaviour to suit the needs of our paying public. This is something that has been brought home to me, first of all in the study for my Master's degree; secondly in the study of my own subject in the past five years; thirdly throughout the research and writing of this project; but most essentially, through listening to the questions that my colleagues put to me about their own studies and concerns for their work.

In his paper Lane looked *“at these findings for the work of the forum; he explained how this provides examples from the public and private sector of attempts to formally include the process of self-reflection and work-based research into the development of professional lives”*.

This intimate, reflective self-study of how we work and how we achieve success in business is a factor that has been brought home to me time and time again during my time I have been connected with Middlesex. I have become research orientated to such an extent that I reflect on every action and reaction that I make in connection with my work in driver education. This effect is noticeable in my private business life where I spend a large proportion of my time running a corporate driver training business; in my other roles as Chairman and a spokesman for the Driving Instructors Association, and in my subsidiary roles as a trainer, mentor and chief examiner for various further and higher educational training courses.

However, I feel very strongly, as Hunt does, that the development of all this doctoral research does not stand-alone. It only succeeds when it develops into a framework of joint collaboration within the BA/BSc, MA/MSc and MProf/DProf processes.

My current personal tutor, Dr Pauline Armsby, of the NCWBLP at Middlesex University and Ray Woolfe, Professional Development Foundation explained in their joint presentation on **Work, learning and identity** *“how the Masters/Doctorate in Professional Studies (MProf/DProf) demands a researched project that is not only a piece of scholarly work at doctorate level, but also a relevant and innovative development in the practitioner's field that defines them as 'an expert'.”*

This is precisely how I feel as I near the end of the personal project. I have carried out a complete reappraisal of my life. Whereas I have previously accepted that I was the ADIs' Guru, simply because the appellation had been given to me on a number of occasions; now I reflect on every aspect of my

role in the industry. Things I have taken for granted, have needed reflection and, sometimes, a complete reconstruction of my beliefs and understanding of my role in the industry. On a personal level I am now much more concerned with the progress of others. Instead of viewing qualifications and achievements on a personal level, I try to see how my own standing as the Instructors' Guru, improves the status of those I represent.

As student I have certainly developed a deeper personal meaning through the experience of starting again. The context has given me a greater, and much more intimate, knowledge of the micro-politics of the organisation of my life; and, through this, has developed a greater interest in the growth of professionalism of those who follow. Perhaps my greatest joy since starting this D. Prof. programme has been the interest shown in it by others who have read various articles about it that have been published in trade magazines. It is obviously an interest they are putting into practice – or perhaps praxis – by wanting to follow the same or a parallel route.

As Dr Armsby noted in her joint abstract, I am now aware that I have developed a much greater and stronger sense of self-identity, and this has led to the development of my self-actualisation through work. In this way, my professional studies have been a catalyst in motivating, changing and developing other people in my industry, as well as pointing the way towards higher awards in education for those who want.

For many years I have believed that Alexander Pope was so right when he propounded that '*the proper study of mankind is man.. ...*' Look inside yourself so that you can discover what others want, need and desire. Look at your own weaknesses; find out what makes yourself tick; only then you can understand and put into practice what is needed to turn wants through needs and desires into self-gratification.

“A Strategic Approach to CPD in the Driver Training Industry”

**A Project submitted to Middlesex University
in partial fulfilment of the requirements for the degree of
Doctor in Professional Studies**

E Peter Russell

**NATIONAL CENTRE FOR WORK BASED LEARNING
PARTNERSHIPS**

**Middlesex University
APPENDIX EIGHT**

OUTLINE CURRICULUM VITAE of the AUTHOR

JUNE 2002

**Peter Russell, Doctor of Professional Studies, (in Driver Education)
The Writer's Provenance**

QUALIFICATIONS:

Master of Arts Degree, Middlesex University (Advanced Driver Education);
Fellow of the Institute of Master Tutors of Driving;

APPOINTMENTS

Chief Examiner for the Diploma in Driving Instruction (AQA);
Chief Assessor & Editor, Certificate in Road User Studies (AQA, C&G and SEG).

CURRENT OCCUPATIONS:

Writer; Author; Lecturer; Broadcaster and Consultant;
Proprietor, DRIVER TRAINING AND TESTING PUBLICATIONS;
Joint Managing Director, UNIVERSAL DRIVER TRAINING, St Mary's Corner, Frimley Road,
 CAMBERLEY GU15 2QN Tel 01276 677111;
Chief Examiner, to the ASSESSMENT & QUALIFICATIONS ALLIANCE (AQA),
Examinations Editor to the SOUTHERN EXAMINING GROUP (SEG) and to the CITY &
 GUILDS LONDON INSTITUTES (C&G(LI));
Chairman Driving Instructors Association (Int) Ltd, General Purposes Committee
Chairman NHS South and South East – Independent Review Panels
Member Parliamentary Advisory Council for Transport Safety. (PACTS).
UK Representative European Union/ CIECA Advanced Committee & workshop
DIA Representative GCNVQ Committee
Driving Instructor Representative GCNVQ Standards workshop
Consultant on Road Safety and Driver Training & Testing to:
 The BBC, LBC, IRN; The AQA and SEG
 He Man Equipment (Dual Controls) Ltd;
 The Department for Education & Employment (DfEE) latterly (DES);
 D.S.N. Publishing - (Driving School News and PDI Guide);
 The Driving Instructors Association
 Driving Magazine; Driving Instructor
 Various other Motoring Magazines, Newspapers and Media.

PREVIOUS EMPLOYMENT:

1984-1994	General Secretary	DRIVING INSTRUCTORS ASSOCIATION (Int) Ltd
1980-1984	Director General	MOTOR SCHOOLS ASSOCIATION of GB Ltd
1976-1980	Head of Training	BRITISH SCHOOL OF MOTORING Ltd
1973-1977	General Secretary	NATIONAL JOINT COUNCIL of ADI Organisations
1969-1977	General Secretary	INSTITUTE OF MASTER TUTORS OF DRIVING
1956-1976	{Proprietor of my own Driving School	
1956-1976	{Teacher, Lecturer & Teacher-Trainer for Hampshire County Council's Education Committee;	
1956-1980	{Freelance Writer/Director/ Presenter for Radio and Television programmes including "How!" & Southern Affairs	

PUBLISHED TRAINING BOOKS:

Peter Russell is the author of the following driver training books.

1990	DRIVING TECHNIQUES	DIA Publishing
1990	DIA BOOK of ROAD AND TRAFFIC SIGNS	DIA Publishing
1991	The DIA BOOK OF LESSON PLANS	DIA Publishing
1992	PASS YOUR DRIVING TEST	PAN-MACMILLAN
1993	THEORY TRAINING MATTERS	DIA Publishing
1993	MODULES 1-5 DipDI TRAINING MANUAL	DIA Publishing
1993	TEN MAIN REASONS FOR FAILING the L Test	BLOOMSBURY Publishing
1996	TEN IMPORTANT THINGS YOUR DRIVING INSTRUCTOR NEVER TAUGHT YOU ...	BLOOMSBURY Publishing
1996	HOW TO PASS THE WRITTEN DRIVING TEST	BLOOMSBURY Publishing
1996	OFF ROAD and 4x4 DRIVING SKILLS	UDT
1996	WINCHING AND TOWING	UDT
1996	DRIVING IN ADVERSE CONDITIONS	UDT
1997	DRIVER TRAINING BY OBJECTIVES	DIA Publishing
1996	THE UDT BOOK OF ADVANCED LESSON PLANS	UDT
1997	TEACHING ADVANCED DRIVING	UDT
1997	THE CORPORATE DRIVER TRAINER HANDBOOK	UDT
1997	TEACHING TECHNIQUES	DT&T Publications
1998	DRIVING TECHNIQUES -up-dated	DIA Publishing
1999	MODULE Six DipDI TRAINING MANUAL	DIA Publishing
2001	THE USE & ABUSE OF DUAL CONTROLS	DT&T Publications
2001	A BRIEF PERSONAL HISTORY... of Driver Education in the UK	
	(awaiting publication)	DIA Publishing

and is the co-author of the following published books:

1980	INSTRUCTORS TRAINING MANUAL	BSM
1985	PASS FIRST TIME	ORBIS
1986	SUCCESSFUL DRIVING	PAN-MACMILLAN
1987-	THE DRIVING INSTRUCTORS MANUAL	DIA Publishing
1990-	Rewrite of the above	"
1994	Rewrite of the above	"
1988	LEARNER DRIVER PROGRESS CHECKS	AEB
1991	LEARNER DRIVER READINESS PAPERS	AEB
1995	THE INSTRUCTORS' GUIDE	AEB
1995	ROADCRAFT (Police Driving Manual)	STATIONERY OFFICE
1996	CERTIFICATE IN ROAD USER STUDIES SYLLABUS	AEB/SEG/C&G

Author of regular monthly articles published in various trade magazines: (see previous page)

1969-76	Editor - The Master Tutor;
1980-84	Editor - The MSA News Journal;
1994-2001	Contributing Editor the ADI NEWS; and the PDI NEWS

WRITER, DIRECTOR & PRESENTER for television programmes, including

1985-88	LEARNING TO DRIVE	BBC Television six-part series.
1976-date	Regular broadcaster on ITV & BBC Radio & TV; You & Yours, News Extra, Watchdog, LBC Radio, BBC Regional stations.	

C.V. Summary:

February 2002

Peter Russell is probably the most experienced professional driving instructor in the country and certainly one of the best known. He began his driving career at the Police Driving School Hendon and has been a qualified Teacher and a Trainer of Teachers for 40 years. He was the first person in the country to be awarded a Master of Arts Degree in Advanced Driver Education and expects to complete his Doctorate in Professional Studies in Driver Education at the end of this semester.

He ran his own one-car driving school for over 20 years before being recruited by the British School of Motoring as their Training Director in 1976. In 1980 he was invited to become Director General of the Motor Schools Association; and from 1984 until 1994 he was the General Secretary of the Driving Instructors Association. He is now Chairman of the DIA's General Purposes Committee.

Mr Russell is Chief Examiner for the Assessment & Qualification Alliance's Diploma in Driving Instruction. As a Consultant to City & Guilds, the Southern Examining Group and the Assessment & Qualification Alliance, in 1996 he helped prepare a new "General Certificate Examination in Road User Studies" for schools and colleges. He is now editor of their examination series.

From 1990 to 2002, he prepared and helped to write the structure for setting up National Vocational Qualifications (NVQs & SCNQs) in Driver Training and Testing for car driving instructors. He is the author of 32 standard textbooks, including books for beginners, advanced and for drivers of high performance vehicles, and has written hundreds of articles on driving at all levels. He had considerable input into many of the current driver training manuals.

Since 1980 he has been active member of the Parliamentary Advisory Council for Transport Safety, (PACTS). He is the acknowledged British expert on Slide-Car, a unique Swedish skid-training vehicle; and he is also recognised as an expert witness on Road Safety and Driver Education, both in legal and court cases and by the press and broadcasting authorities.

In 1990 he prepared, set up and developed of the DIAMond Advanced Motorists Driving Test. This meant preparing training materials both for driving instructors to teach for the test; and the intensive training, testing and supervision of over 100 Advanced Driving Examiners across Britain and the Irish Republic. Many Examiners are currently employed with his national company, UNIVERSAL DRIVER TRAINING, based in Camberley. Between 1999 and 2000 the DIA's DIAMond Advanced Examiners Course and Corporate Driver Training Course, both written by Mr Russell, were approved by the DSA as acceptable national Fleet standards.

In his private life he is a Lay-Chairman of the NHS Independent Review Panel for London and for the South and South-East Regions, hearing and adjudicating on complaints concerning NHS Trusts, hospitals, practitioners and suppliers.

He is a regular radio and television broadcaster on educational psychology, on driver training and testing, and on Road User Behaviour and other Road Safety matters. He writes, appears in, and has presented, many television and radio programmes for the BBC and all the main Commercial and Cable television and radio companies.

Peter Russell is a regular contributor to national and local Newspapers and Road Safety Magazines. He writes regularly in 'adi News', Driving Magazine and The Driving Instructor Magazine.

He currently represents the UK's interests at the E.U. in Brussels regarding the future of advanced and post-test driver training regulations and controls in the EU/CIECA "Advanced Driver Training Workshops"

Although very tatty and nondescript, this advanced driving certificate is unique. From October 1976 until March 1977, together with the Director General of the Motor Schools Association, I assisted in the detailed preparation for what became known as the "Cardington Special Driving Test". This is my certificate confirming my own success.

FEESCHN.



Department of TRANSPORT
2 Marsham Street London SW1P 3JU

Chief Clerk C1-212 3014
Subsidiary C1-212 3423

Mr E P Russell
10 Shales Road
Bittern
Southampton
SO2 3JN

Your ulimate

On 22/7/05

On 22/7/05

8 March 1977

Dear Mr Russell

NATIONAL INSTITUTE OF MOTOR TRAINING COURSES

I am pleased to be able to tell you that the report on your special driving test at the Driving Establishment on 1 March 1977 shows that you demonstrated a high standard of driving competence, have a knowledge of the principles of good driving and possess the ability to apply them.

Yours sincerely

B A R HESTER
Deputy Chief Driving Examiner

Since that date hundreds of Approved Driving Instructors have taken and passed the Cardington Test, which is recognised (by instructors and the Department of Transport alike) as the highest standard of driver testing available.

Instructors who have passed Cardington test and also the Diploma in Driving Instruction are entitled to be called "DIAMOND Advanced Instructors". They are the eligible to take Advanced Driving Examiner and Fleet or Corporate Driver Training courses.

A Degree Course For ADIs

B.Sc. (Driver Education)

Perhaps the most exciting piece of news in the January issue of *Driving* magazine for many readers was those two tiny words at the top of the ladder of success - 'University Degree'. Certainly they were the ones which created the most interest, and they also provoked the most response. There were so many ADIs who wrote in to say 'I want to be first', that setting up the initial course will be no problem at all.

The Driving Instructors Association, as the industry lead body, has been holding discussions with a number of leading University Heads in response to a request from the floor at the September Conference of ADI Associations. Steps were taken to check the feasibility of inaugurating a degree qualification of Bachelor of Science or of Education, especially for ADIs. Of the current total of 32,950 ADIs it would appear that there were about 2,350 who hold degrees of one kind or another. However it was left that a degree in Driver Education would make a suitable ultimate goal for ADIs who wish to take their own training and qualifications to the limit.

It is obvious that for it to be successful it would not be possible to follow the conventional degree course structure. The most suitable route for qualifying would be by utilising an Open University style training format. Candidates study in their own time and at their own pace. They select their own particular sequence of individual modules, each of which produces a specific number of credits. Achievement of about 360 credit points is required for the student to reach ordinary degree status. Honours degrees require more. Students are required to take a major area of study complemented by one or more minor ones.

In the Open University all of the undergraduates attend some form of summer school and it is envisaged that ADIs would have a similar requirement. The specific modules taken in the acquisition of credits would depend on a whole host of factors. But as a general guide the choice would be left open to the student under the guidance of a University Tutor. Some of the modules are regarded as 'essential', others as suitable for professional background study, and a few are considered as 'rounded' topics which fill a number of roles. Each option would be selected, worked through, properly assessed, and have credit points awarded, leading to the degree.

In the discussions which have so far taken place, it has been accepted that the general syllabus would continue from that of the Diploma in Driving Instruction,

extended to include much greater depth and breadth of study. The format of this syllabus has proved to be an extremely sound basis for all ADI training and progress. A university degree course in driver training would follow this logical pattern. It has been suggested that the Diploma in Driving Instruction Syllabus might be taken as the first year's work of a three or four years' study programme. This would then possibly give DipDI holders the equivalent of say 120 credit points.

Discussions are still being held, and it will be some time yet before a specific programme of learning can be presented. But those ADIs who wish to put their knowledge and skills to the ultimate test may soon be in a position to do so. The course (and qualification) would not be restricted to ADIs or even DIA members any more than is the Diploma in Driving Instruction. However it would only be open to those who are heavily involved in the driver training industry.

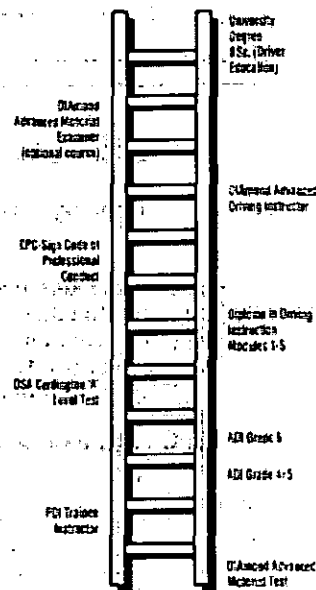
Considerable interest has also been shown in the scheme by a number of driving examiners. Dr C.M. Woodman, Chief Executive of the DSA, has agreed in principle that driving examiner staff, at all levels, would be welcome to take the degree course and examinations in the same way as ADIs. He did point out that, like Driving Instructors, they would be required to complete their studies, and any additional work involved, in their own time.

One of the major discussion points in these early stages centres around the reason why most ADIs will want a degree status. Will it be to enable them to teach in schools? If so, would the path of training best be geared towards that of Bachelor of Education? Or would a Science degree, based on the current

BSc in Traffic Management Sciences be nearer to the requirement? A third option, perhaps a happy medium between the two, could be for a Bachelor of Science Degree, but majoring in Road User Behaviour, or Driver Education, could be the end result. A BSc degree with a 'teaching' element in the title would show exactly what has been achieved.

Most certainly the subject will be discussed in detail at the DIA's Annual General Meeting on 29th March 1993. However the views of DIA members, and all *Driving* magazine readers, are welcomed. What do you want? What are you prepared to do? How much time and study would you be prepared to devote to it?

LADDER TO SUCCESS



Viewing the crash rig at Middlesex University are (from left) Peter Roy, Peter Russell, David Gregg, Brian Levy, Professor George Jackson and Graham Fryer.